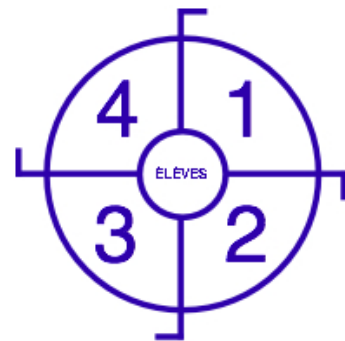
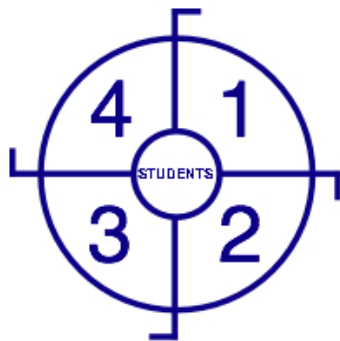


**Cree School Board  
Educational Review: 2007-08**



**Étude sur l'éducation : 2007-2008  
Commission scolaire Crie**

**C** Communication

**A** Accountability &

**F** Follow-Up for

**S** School

**I** Improvement

**Communication,  
reddition de  
comptes  
et suivi pour  
l'amélioration  
scolaire**

**Appendices of the CAFSI Report**

---

Services professionnels

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*Communication, Accountability & Follow-Up for School Improvement (CAFSI): Appendices of the CAFSI Report*, is one of a series of documents that make up the final report of the Educational Review: 2007-08, prepared by members of the evaluation team:

William J. Smith;  
Mary Bear;  
William E. Corrigan; and  
Kimberly Quinn.

With corrections, October 27, 2008.★

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The complete series of report documents consists of the following:

- The CAFSI Report:
  - Part 1, Overview, Context & Mission;
  - Part 2, Educating Youth in the Cree School Board;
  - Part 3, Educating Adults in the Cree School Board;
  - Part 4, School Board Support for Learning;
  - Part 5, From Findings to Action;
- Appendices of the CAFSI Report;
- Highlights of the CAFSI Report;\* and
- Executive Summary of the CAFSI Report.\*
- A Spotlight on Youth Education.\*♦

★ No substantive changes have been made to the report originally published in June. The authors wish to acknowledge the invaluable assistance of Kathleen Arsenault in the editing of this revised version.

\* **Disponible en français.**

♦ **Available in Cree.**

French translation by Kathleen Arsenault, Ottawa; Cree translation by Brian Webb.

The report and all related materials can be found on the CSB Educational Review website.

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[http://www.cscee.qc.ca/Edreview/ed\\_review.htm](http://www.cscee.qc.ca/Edreview/ed_review.htm)

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## Table of Contents

<b>APPENDIX A: EVALUATION ETHICS .....</b>	<b>1</b>
ETHICS STATEMENT .....	1
INFORMATION & CONSENT FORMS .....	3
<b>APPENDIX B: EVALUATION DESIGN &amp; METHODOLOGY .....</b>	<b>7</b>
EVALUATION DESIGN .....	7
The Medicine Wheel.....	7
The Knowledge Base .....	7
Evaluating Organizational Performance & Capacity .....	8
Context.....	9
Evaluation Questions .....	9
Defining Performance.....	11
Units of Analysis .....	18
Accountability.....	18
Leadership & Planning.....	19
Service Delivery.....	20
Monitoring & Evaluation .....	20
Results.....	21
Measuring Performance.....	21
Constraints & Limitations.....	22
DATA COLLECTION .....	25
Mission & Context.....	25
Schools.....	25
Students.....	26
Teachers & School Staff.....	27
Classroom Observations .....	27
Administrators & Commissioners .....	27
Parents & Community Members .....	28
Continuing Education Centres .....	28
Post-Secondary Education Offices.....	29
School Board .....	29
Other Sources of Data.....	30
DATA ANALYSIS .....	30
Student Results .....	30
Attendance .....	30
Graduation.....	30
Curricular Courses.....	30
Standardized Tests.....	31
Observational Data .....	31
Questionnaire Data .....	31
Interview & Focus Group Data.....	31
<b>APPENDIX C: SUPPLEMENTARY DATA .....</b>	<b>35</b>
DOCUMENTARY EVIDENCE .....	35
General.....	35
Context & Mission.....	35
Legislation.....	35
Other .....	35
Youth Education .....	36
Ministry Documents.....	36
Board Policies .....	37
Other .....	37
Adult Education .....	39
Board Policies .....	39
Other .....	39
Governance & General Administration .....	40
Legislation.....	40
Annual Reports.....	40
Other .....	40

Human Resources .....	40
Financial Resources .....	41
Material Resources .....	41
YOUTH EDUCATION .....	42
Schools.....	42
Student Results .....	43
Attendance .....	43
Graduation.....	47
Curricular Subjects .....	50
Standardized Tests.....	65
Classroom Observations .....	72
Staff Questionnaires.....	73
Québec Education Program - Compulsory Subjects.....	75
Curriculum Guides.....	79
School Committees .....	88
ADULT EDUCATION .....	89
Student Results .....	89
Staff Questionnaires.....	91
Local Education Committees .....	92
POST-SECONDARY EDUCATION .....	93
Student Results .....	93
<b>APPENDIX D: EXTRACTS FROM KEY DOCUMENTS .....</b>	<b>95</b>
SECTION 16 OF THE JBNQA.....	95
THE MIANSUM REPORT .....	102
Introduction.....	102
Purpose For Community Consultations .....	102
Methodology.....	103
Objective of Community Consultations.....	103
Schedule of Community Consultations.....	104
Specific Problems Identified.....	104
A. Cree School Board.....	105
B. Public Perception of the Council of Commissioners.....	105
C. Public Perception of the Officers of the Cree School Board.....	105
D. Public Knowledge of the Instruments of the Cree School Board.....	105
E. Perceived Problems in Cree Schools.....	106
F. Post Secondary Program .....	114
G. School Administration.....	115
H. Teachers .....	116
I. Parents.....	117
J. School Committees.....	118
K. Education Services .....	118
Conclusion .....	118
ORGANIZATIONAL VALUES AND GUIDING PRINCIPLES .....	119
THE REGIONAL EDUCATIONAL PROJECT.....	124
Presentation.....	124
General Framework of Activity at the School Board.....	125
Geographic and Demographic Context .....	125
Historical Context .....	125
Legal and Administrative Context.....	126
Socio-Economic Context.....	126
Mission Statement.....	126
Global Mission .....	126
Special Missions.....	127
Values and Beliefs .....	128
Concept of the Human Being .....	128
Concept of Learning.....	128
Principles, Values and Beliefs.....	129
Vocational Nature of Institutions.....	130
Meaning and Nature of Professional Acts Performed by Principals.....	130
Consistency in the Pedagogical Attitudes of Teachers .....	130
School Climate .....	131
Issues and Orientations .....	131

Promoting Education.....	131
Educational Success .....	132
Developing the Cree Identity.....	132
Developing Human Resources .....	133
Increasing the Quality of Life.....	133
Conclusion .....	133
RECOMMENDATIONS REGARDING CLIP .....	134
Grade One Pilot Program, 1993-94.....	134
Evaluators' Recommendations.....	134
Participants' Recommendations.....	134
Grade Two Pilot Program, 1994-95 .....	136
CREE LANGUAGE AND CULTURE CONFERENCE .....	139
TEACHER TRAINING IN THE CSB .....	141
<b>APPENDIX E: INSTRUMENTS USED TO COLLECT DATA .....</b>	<b>143</b>
SCHOOL PROFILE .....	144
OBSERVATION PROTOCOL.....	146
INTERVIEW PROTOCOLS .....	148
Schools.....	149
School Principals.....	149
School Vice-Principals .....	153
CEAs .....	156
Commissioners .....	158
Centres .....	159
Consultants, Continuing Education Centres .....	159
Director, Sabtuan RVTC; .....	160
Consultant, Sabtuan RVTC; .....	163
Community .....	165
Band Council Education Representative .....	165
Post-Secondary Education Offices.....	166
Director, Post-Secondary Education.....	166
Guidance Counsellor, Post-Secondary Education .....	170
Supervision & Support of Schools.....	172
Supervisor, Assistant Supervisor of Schools .....	172
Director, Educational Services; .....	177
Coordinators, Educational Services;.....	180
Supervision & Support of Centres .....	183
Director, Coordinator, Continuing Education; .....	183
Administrative Services .....	187
Director, Human Resources.....	187
Director, Coordinators, Finance .....	191
Coordinator, Material Resources .....	195
Coordinator, Information Technologies .....	199
Governance & General Administration .....	203
Chairperson of the School Board .....	203
Members of the Executive Committee .....	205
Director General.....	206
Secretary General.....	213
Other Sources of Data.....	215
Grand Chief, Grand Council of the Crees .....	215
Director General, Cree Regional Authority .....	216
Director of the Youth Department, Cree Regional Authority.....	216
President, NQTA .....	217
Legal Counsel, CSB .....	218
FOCUS GROUP PROTOCOLS .....	219
Students.....	220
Students (K-3); .....	220
Students (4-6); .....	220
Students (Secondary); .....	221
Former Students; .....	221
Students (SRVTC); .....	222
Post Secondary Students; .....	222
Teachers .....	223
Teachers (K-3); .....	223

Teachers (Elementary, 4-6, Secondary).....	223
Enseignants (Primaire, 4-6, Secondaire) ; .....	224
Community .....	225
School Committee, Parents & Community Members.....	225
Elders .....	225
QUESTIONNAIRES.....	227
Schools.....	227
Teachers .....	227
Enseignants .....	229
Other Staff.....	231
Autre personnel .....	233
Centres .....	235
Students.....	235
Staff.....	236
Personnel.....	237
Post-Secondary Offices.....	238
Staff.....	238
Educational Services.....	239
Consultants.....	239
Non-Consultant Staff.....	241
School Board .....	242
Administrative Staff .....	242
Personnel administratif.....	244

## List of Tables

EXHIBIT A-1: INFORMATION LETTER FOR SITE VISITS .....	3
EXHIBIT A-2: STUDENT FOCUS GROUPS .....	4
EXHIBIT A-3: FOCUS GROUPS FOR FORMER STUDENTS .....	5
EXHIBIT A-4: FOCUS GROUPS FOR TEACHERS .....	6
EXHIBIT B-1: THE KNOWLEDGE BASE OF THE EDUCATIONAL REVIEW.....	7
EXHIBIT B-2: MAJOR EVALUATION QUESTIONS .....	10
EXHIBIT B-3: REVISED PERFORMANCE STANDARDS .....	13
EXHIBIT B-4: GATHERING EVIDENCE OF PERFORMANCE .....	22
EXHIBIT B-5: CODING OF DATA BY THEME .....	32
EXHIBIT C-1: STUDENT POPULATION: 2007-08.....	42
EXHIBIT C-2: AVERAGE DAYS OF ATTENDANCE, 2000-01 TO 2006-07 .....	43
EXHIBIT C-3: PERCENTAGE ATTENDANCE, 2000-01 TO 2006-07 .....	44
EXHIBIT C-4: REASONS FOR STUDENT ABSENCES, 2000-01 TO 2006-07 .....	45
EXHIBIT C-5: DROP-OUTS, 2000-01 TO 2006-07 .....	45
EXHIBIT C-6: DROP-OUT RATES IN CSB SCHOOLS.....	47
EXHIBIT C-7: COMPARATIVE GRADUATION RATES .....	48
EXHIBIT C-8: GRADUATION IN CSB SCHOOLS.....	48
EXHIBIT C-9: THE GRADUATION INDEX.....	49
EXHIBIT C-10: CORE SECONDARY SUBJECTS.....	50
EXHIBIT C-11: AVERAGE MARKS AND SUCCESS RATES BY SCHOOL AND YEAR.....	51
EXHIBIT C-12: COURSE RESULTS BY SUBJECT.....	53
EXHIBIT C-13: COMPARISON WITH PROVINCIAL NORMS .....	62
EXHIBIT C-14: COMPARATIVE PASS RATES IN SELECTED CORE SUBJECTS, 2006-07.....	63
EXHIBIT C-15: CAT SCORES, 2003-04 TO 2006-07.....	66
EXHIBIT C-16: CAT SCORES, 2003-04.....	67
EXHIBIT C-17: CAT SCORES, 2004-05.....	68
EXHIBIT C-18: CAT SCORES, 2005-06.....	69
EXHIBIT C-19: CAT SCORES, 2006-07.....	70
EXHIBIT C-20: PERCENTAGE OF STUDENTS TAKING CAT, 2006-07 .....	71
EXHIBIT C-21: CLASSROOM INSTRUCTION.....	72
EXHIBIT C-22: TEACHER RATING OF STUDENTS .....	73
EXHIBIT C-23: TEACHER RATING OF SCHOOL.....	73
EXHIBIT C-24: OTHER SCHOOL STAFF RATING OF SCHOOL.....	74
EXHIBIT C-25: PROVINCIAL SUBJECT GRID - ELEMENTARY .....	75
EXHIBIT C-26: PROVINCIAL SUBJECT GRID - SECONDARY, CYCLE ONE .....	75
EXHIBIT C-27: PROVINCIAL SUBJECT GRID - GENERAL EDUCATION PATH.....	76
EXHIBIT C-28: PROVINCIAL SUBJECT GRID - TRANSITIONAL REGIME .....	76
EXHIBIT C-29: PROVINCIAL SUBJECT GRID - APPLIED GENERAL EDUCATION PATH .....	77
EXHIBIT C-30: PROVINCIAL SUBJECT GRID - WORK ORIENTED TRAINING PATH.....	78
EXHIBIT C-31: CREE LANGUAGE PROGRAM GUIDES FROM EDUCATIONAL SERVICES .....	79
EXHIBIT C-32: ENGLISH LANGUAGE PROGRAM GUIDES FROM EDUCATIONAL SERVICES .....	83
EXHIBIT C-33: RESOLUTIONS OF EDUCATION ASSEMBLY, 2007 .....	88
EXHIBIT C-34: VOCATIONAL EDUCATION RESULTS: 1994-95 TO 2006-07 .....	89
EXHIBIT C-35: GENERAL EDUCATION RESULTS: 1994-95 TO 2006-07 .....	90
EXHIBIT C-36: VOCATIONAL & GENERAL EDUCATION RESULTS: 1994-95 TO 2006-07 .....	90
EXHIBIT C-37: CENTRE STAFF RATING OF CENTRE & BOARD SUPPORT .....	91
EXHIBIT C-38: RESOLUTION OF EDUCATION ASSEMBLY, 2007.....	92
EXHIBIT C-39: THE POST-SECONDARY ENROLMENT INDEX .....	93
EXHIBIT C-40: THE POST-SECONDARY ENROLMENT & GRADUATES, 1995-2007.....	93





## APPENDIX A: EVALUATION ETHICS

### Ethics Statement

The purpose of this Statement of Ethics is to ensure that the evaluation is conducted in accordance with generally accepted ethical standards and with due regard for the welfare of those involved in or affected by the evaluation. These guidelines are subject to applicable laws and the overriding principle stated in the *Convention on the Rights of the Child*: “In all actions concerning children ... the best interests of the child shall be a primary consideration.”

#### Nature and Purpose of the Evaluation

1. We are undertaking this evaluation at the request of the Cree School Board in order to find out how well the School Board is doing in relation to various matters judged to be important to its major stakeholders. It shall be conducted in accordance with these ethical guidelines, which shall be made available to relevant stakeholders, together with a written description of the evaluation.

#### Relationships with Participants

2. All interactions with ‘participants’ during this evaluation shall be conducted in an ethical, professional manner, based on respect, honesty and openness.
  - (a) A ‘direct participant’ is someone who takes part in the evaluation by completing a questionnaire, being part of an interview, focus group or observed activity;
  - (b) An ‘indirect participant’ is anyone about whom a third party provides information.
3. We shall provide all prospective direct participants with a description of the evaluation, as well as an explanation of the nature and implications of their involvement.

#### Privacy

4. Except for the ‘routine information’ listed in paragraph 9, we shall ensure that the disclosure of information about or the direct participation of every individual is voluntary, with no coercion of any kind applied, including the right to allow only partial disclosure or not to participate in any part of the evaluation and to cease participating at any time.

#### Confidentiality

5. We shall ensure that ‘raw data’ – information as collected from and about participants – are treated confidentially and shared only with members of our evaluation team, all of whom have undertaken to respect the confidentiality of the data. This information may be used by future evaluation teams under these same conditions.

#### Anonymity

6. Categories of respondents (e.g., teachers, female students) may be identified in the evaluation report or other media; however, we shall protect by all reasonable and appropriate means the identity of any individual participant in any such report or other media, unless that person has explicitly consented in writing to be identified.

### **Informed Consent**

7. Except for the 'routine information' listed in paragraph 9, we shall obtain written consent from each participant in advance of the data collection, having first informed him or her:
  - (a) about the evaluation (as per paragraph 3);
  - (b) of the type of participation requested;
  - (c) that his or her participation is voluntary, including the right to withdraw at any time; and
  - (d) that all information received shall be treated confidentially.

### **Special Cases**

8. In the case of a minor, we shall ensure that the written consent of a parent or legal guardian (as per paragraph 7) shall be obtained. Moreover, consent shall also be sought from the participant unless he or she is too young to understand. In the case of any other person incapable of giving informed consent, we shall ensure that the written consent of a parent or legal guardian (as per paragraph 7) shall be obtained.

### **Routine Information**

9. Consent shall not be requested to collect or use the following types of information:
  - (a) written, verbal or observational data about staff (e.g. qualifications & experience) or about students (e.g. test results) that do not identify the participant or permit him or her to be identified;
  - (b) data from current students about academic work or school/community activities (e.g. student rating of classroom teaching);
  - (c) job-related data from current staff (e.g. feedback on school organization).

However, the principles of confidentiality and anonymity stipulated above (as per paragraphs 5 and 6) shall be respected concerning the use of these data.

### **Data Analysis and Reporting**

10. We undertake that the analysis and reporting of data shall be conducted ethically and honestly so as to produce fair and accurate findings about the school, and that the data shall only be used for the purposes described above (see paragraph 1).

### **Conservation of Data**

11. The evaluation team leader shall be responsible for ensuring that the raw data and other materials from the evaluation shall be conserved for a minimum of two years; the confidentiality provisions of paragraph 6 apply to all data so conserved.

### **Commitment**

12. The commitments made in this statement are known and have been agreed to by the Cree School Board and its officials who are likewise bound by these guidelines.

## Information & Consent Forms

### Exhibit A-1: Information Letter for Site Visits

To: Staff and Parents

September \_\_, 2007

Subject: **Educational Review: Visit of Evaluation Team**

As some of you know, the Cree School Board has appointed an evaluation team to undertake the review of educational service delivery in the Board. The team will be visiting our school and community from [insert dates].

The purpose of this visit is to inform members of our school community about the evaluation and to collect data that will be used to build a picture of how well we are doing in accomplishing our part of the Cree School Board mission to provide a holistic education that is consistent with Eeyou-Eenou values and traditions.

In addition to gathering documents and conducting a small number of interviews, they plan to:

- Hold three focus groups with **students** from kindergarten to grade 3, grades 4-6 and the secondary level. (A separate letter is being sent to any parent whose child is being asked to participate in a focus group.)
- Observe **classroom instruction** (Teachers will be advised of details.).
- Meet with **staff** who will be asked to complete a short questionnaire.
- Host a **radio phone-in program** for parents and community members which will take place [insert date and time].

I am sure that everyone will join me in welcoming the evaluation team to our school and community and assisting them in any way we can to ensure that they obtain a complete and accurate picture of our educational service delivery. I have attached a copy of a brief information document about the Educational Review but if anyone would like more information about the evaluation or this visit, please see me at your earliest convenience.

Yours very truly,

\_\_\_\_, Principal  
[Name of school]

Cc: \_\_\_\_ , Vice-Principal(s)  
\_\_\_\_ , CEA  
\_\_\_\_ , School Committee Chair  
\_\_\_\_ , Commissioner

**Exhibit A-2: Student Focus Groups**

September \_\_, 2007

**Subject: Educational Review: Student 'Focus Groups'**

As mentioned in my letter to staff and parents dated [insert date], an evaluation team mandated to undertake a review of educational service delivery in the Board, will be visiting our school and community from [insert dates].

They are very interested in obtaining the views of students about their learning experience in this school. They have therefore decided to hold three 'focus groups' - round table discussions - with students from different levels of instruction. Your child is being asked to participate in one of these groups.

- The discussion will be led by one member of the evaluation team while another member takes notes.
- An audio tape recording of the session will be made but it will only be used by the evaluation team to ensure they have an accurate record of the discussion.
- All statements made by participants are treated confidentially and your child's name will never be revealed in any report or other document arising from the Educational Review.
- Each student has been informed that his or her participation is voluntary and I will withdraw your child's name from the list if you object to his or her taking part.

I assume that you received a copy of a brief information document about the Educational Review but if you did not or if you would like more information about the evaluation or the focus group, please see me at your earliest convenience.

Yours very truly,

\_\_\_\_, Principal  
[Name of school]

**Exhibit A-3: Focus Groups for Former Students**

September 12, 2007

**Subject: Educational Review: Focus Groups for Former Students**

The Cree School Board has appointed an evaluation team to undertake the review of educational service delivery in the Board. Attached, you will find a copy of a brief information document about the Review. The team will be visiting your community in the near future.

We are very interested in obtaining the views of students about their learning experience in the Cree School Board, including former students who have graduated and those who did not graduate from high school. With the cooperation of the Youth Chief, we are seeking 10-15 former students to participate in a focus group - round table discussion. Your name was suggested as someone who might be willing to take part in this 45 minute discussion that will take place at the time and place specified by the school principal.

- The discussion will be led by one member of evaluation team while another member takes notes.
- An audio tape recording of the session will be made but it will only be used by the evaluation team to ensure they have an accurate record of the discussion.
- All statements made by participants are treated confidentially and your name will never be revealed in any report or other document arising from the Educational Review.
- Your participation is strictly voluntary and no one will be pressured in any way to talk about anything that he or she does not wish to discuss.

Please inform the school principal to let us know if you will participate. In the meantime, if you would like more information about the evaluation or the focus group, please contact me by email ([wj\\_smith@sympatico.ca](mailto:wj_smith@sympatico.ca)) or speak to the Principal of the school.

Yours very truly,



William J. Smith, Ph.D.  
Evaluation Team Leader, Educational Review: 2007-08

**Exhibit A-4: Focus Groups for Teachers**

September 24, 2007

**Subject: Educational Review: Focus Groups for Teachers**

The Cree School Board has appointed a team to undertake the review of educational service delivery in the Board. Attached, you will find a copy of a brief information document about the Review. As part of our data collection, we are attending the Educational Symposium.

We are very interested in obtaining the views of teachers about your experience in the Cree School Board. In addition to asking every teacher in each school to complete a brief questionnaire, we wish to conduct six focus groups with teachers from a cross-section of schools in the Board. We are asking you to participate in one of these groups, as indicated below.

	Oct 16	13:30-14:15	Teachers (Cree culture & language - Grade 4-Sec V)
	Oct 17	10:30-11:15	Teachers (Secondary, English)
	Oct 17	13:30-14:15	Teachers (Grades 4-6, French)
	Oct 17	15:15-16:00	Teachers (Grades 4-6, English)
	Oct 18	10:30-11:15	Teachers (Secondary, French)
	Oct 18	13:30-14:15	Teachers (Kind.- Grade 3, English)

- The discussion will be led by one member of evaluation team while another member takes notes.
- An audio tape recording of the session will be made but it will only be used by the evaluation team to ensure they have an accurate record of the discussion.
- All statements made by participants are treated confidentially and your name will never be revealed in any report or other document arising from the Educational Review.
- Your participation is strictly voluntary and no one will be pressured in any way to talk about anything that he or she does not wish to discuss.

Please contact Kim Quinn ([kquinn@cscree.qc.ca](mailto:kquinn@cscree.qc.ca)) by October 10 to confirm your participation. In the meantime, if you would like more information about the focus group, please contact her at your convenience.

Yours very truly,



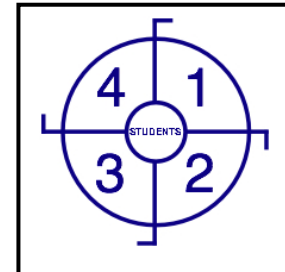
William J. Smith, Ph.D.  
Evaluation Team Leader, Educational Review: 2007-08

## APPENDIX B: EVALUATION DESIGN & METHODOLOGY

### Evaluation Design

#### The Medicine Wheel

Our logo is an adaptation of the medicine wheel, a centred and quartered circle, a symbol associated mainly with the First Nations of the plains - Cree, Blackfoot, Dakota and others. It has been adopted by many First Nations and was used in the 1996 report of the Royal Commission on Aboriginal Peoples in its depiction of lifelong, holistic education.<sup>1</sup> We use the medicine wheel to depict the four steps of the Educational Review and the continuity of results that flow from it.



The medicine wheel represents the circle that encompasses all life and all that is known or knowable, linked together in a whole with no beginning and no end.... The lines intersecting at the centre of the circle signify order and balance. They help people examine experience by breaking down complex situations into constituent parts, while reminding them not to forget the whole. The centre of the wheel is the balance point where apparent opposites meet. The flags at the ends of the intersecting lines signify the four winds whose movement is a reminder that nothing is fixed or stagnant, that change is the normal experience and transformation is always possible.<sup>2</sup>

#### The Knowledge Base

The following provides a list of the principal sources used to design the Educational Review.

**Exhibit B-1: The Knowledge Base of the Educational Review**

<b>Organizational Evaluation</b>	Cameron & Quinn, 2006; Canadian Institutes of Health Research, et al., 1998; Canadian International Development Agency, 2004; Fiester, 1995; Greene, J. & Abma, T, 2001; Horton et al., 2003; Independent Evaluation Group of the World Bank, 2004; Joint Committee on Standards for Educational Evaluation, 1994; Lusthaus, Anderson & Murphy, 1995; Lusthaus et al., 1999, 2002; Mackay, 2006; Mayne, 2003; Newman & Brown, 1996; Organisation for Economic Cooperation and Development, 1999, 2002; Patton, 1997, 2002; Ryan & DeStefano, 2004; Secrétariat du Conseil du trésor, 2002a, 2002b, 2003; Stufflebeam, 2003; Treasury Board of Canada Secretariat, 2000, 2001, 2005, 2006; Weiss, et al., 2003; W.K. Kellogg Foundation, 1998, 2001.
<b>School Performance &amp; Evaluation</b>	Conseil supérieur de l'éducation, 1999; Earl & Katz, 2006; Fitzpatrick, 1996; Gaudreau, 2005a, 2005b, 2005c; Hargreaves, et al., 2006; Harris & Bennett, 2005; HM Inspectorate of Education, 2005, 2006a, 2006b, 2007a 2007b, 2007c; Hopkins, 1989; Kelly, 2001; Leithwood, et al., 2006; MacBeath, 1999, 2002, 2004; MacBeath, et al., 1996; MacBeath, & McGlynn, 2002; MacBeath, & Sugimine, 2003; Mitchell, & Sackney, 2000, 2001; Ofsted, 1995a, 1995b, 1995c, 2004a, 2004b, 2005, 2006; Smith, 2002, 2004; Smith, Moos & MacBeath, 1998; Smith & Ngoma-Maema, 2003; Stoll, 1999; UNICEF Evaluation Office, 2002; Ysseldyke, et al., 1998.
<b>First Nations Governance &amp; Education</b>	Alberta Learning, 2002, 2004; Assembly of First Nations, 2005a, 2005b; Auditor-General of Canada, 2004, 2006; Bell, 2004; Hollander, 1993; INAC, 1998a, 1998b; 2002; Kavanagh, 1998; Kenny, 2004; Mendelson, 2006; Paquette, 1986, 1997; Regnier, 1995; Royal Commission on Aboriginal Peoples, 1996a, 1996b; Smith & Corrigan, 2005; Smith & Martin, 2000; Saskatchewan Learning, 2003; Standing Committee, 1996; Stonechild, 2006; White, et al., 2004, 2006; Thomas, 2002, 2004.

<sup>1</sup> Royal Commission on Aboriginal Peoples, 1996b, p. 445.

<sup>2</sup> Royal Commission on Aboriginal Peoples, 1996a, pp. 646-647.

## Evaluating Organizational Performance & Capacity

As stated in the main body of the report, the manner in which the evaluation is framed determines what we look at and the perspective we take. This Review was framed as an **organizational evaluation**.

- **Organization:** an entity composed of individuals and groups that act together to achieve commonly defined results within an identifiable structure defined by formal and informal rules.
- **Evaluation:** a systematic inquiry about the performance of an organization for the dual purpose of accountability and improvement.

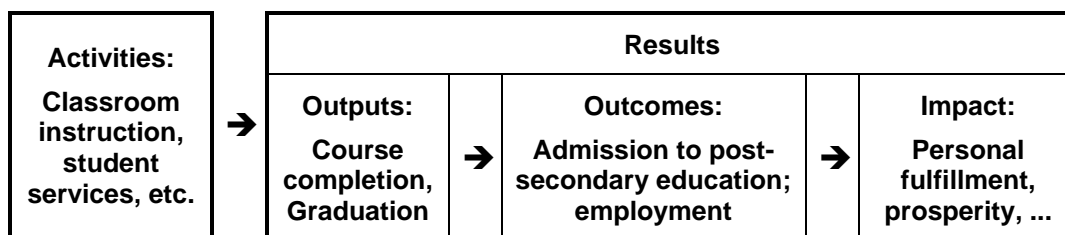
As defined in the main body of the report, the Educational Review, our mandate was to evaluate the **performance** and **capacity** of the CSB, its schools, centres and other organizational units, to provide services to its students.

- The evaluation of **performance** is concerned first with results – what the Board *succeeds* in accomplishing – and second, with operations – what the Board *does* in order to promote success.

This definition of performance is grounded in a **results-based management** approach to organizational planning which is used extensively in the public sector, notably by the governments of Canada and Québec.<sup>3</sup> In this approach, ‘results’ are defined as follows:

- **Result:** a describable or measurable change that occurs because of some action supported by various resources.
- **Results Chain:** The primary results to be considered are those intended by the organization (or sub-unit); they are understood to be linked in a causal chain from short term outputs, which are seen as the direct result of an activity, to medium term outcomes and long term impact.
- **Unintended Results:** The evaluation will also consider unintended results, those that occur but which were not anticipated.

The following provides an example of a simplified results chain for a secondary school.<sup>4</sup>



In an educational context, organizational performance relates to all aspects of the above results chain: the extent to which these results are being achieved and how well the School Board and its schools/centres do at providing the educational services required to support these results. This latter type of performance, usually referred to as **operational performance**, depends on the capacity of the organization.

<sup>3</sup> Treasury Board of Canada Secretariat, 2000; Secrétariat du Conseil du trésor, 2002b.

<sup>4</sup> The anticipated results from this Review, shown in Exhibit 1-1 in the main body of the report, provide an example of a results chain.



- The evaluation of **capacity** deals with the Board's structures, systems, resources, and any other related elements, which enable it to perform, as well as any conditions that help or hinder performance.
  - **organizational culture**: shared assumptions, values and beliefs of members of the organization;
  - **strategic direction**: leadership, policies and strategic planning in relation to overall vision and purpose;
  - **structures and systems**: structures and systems for governing and managing work, including problem-solving, decision-making, monitoring, and evaluation;
  - **human resources**: adequacy of the staff and other human resources allocated to the school, as well as how it engages in planning, hiring, developing and appraising human resources;
  - **financial and other resources**: adequacy of financial and other resources allocated to the school, including facilities, technology and materials, as well as how it engages in financial planning and accountability, and the management of other resources;
  - **external linkages**: planning, implementing and monitoring networks, partnerships and other external linkages.

Organizational performance cannot be improved without addressing underlying gaps in capacity and related conditions, any more than individual student performance can, without considering their capacities and the conditions in which they learn.

## Context

The **context** of an organization is defined by a variety of inter-related factors; for purposes of this evaluation we considered the following contextual features:

- **Administrative-legal context**: relevant laws and regulations, as well as the structures and policies of the Board and the policies of certain outside organizations;
- **Key stakeholders**: all persons and outside groups that are directly concerned with the Board, especially, individuals and bodies who:
  - are responsible for the governance and management of educational services;
  - deliver services to students or provide other related services: school staff, and 'associates' - volunteers, outside consultants and staff of external agencies; and
  - are direct beneficiaries of these services or provide funds for these services.
- **Other contextual factors**: other factors whose importance will vary with the organization and its context, including: political, economic, socio-cultural and technological.

## Evaluation Questions

The evaluation questions shape and guide the evaluation in relation to the various performance themes adopted for each major unit of analysis. Some questions may be more helpful than

others in relation to this purpose, while some may be difficult or even impossible to answer. We drafted potential questions and tested their appropriateness by consulting stakeholders. Very little input on the draft questions was received, most comments in this section of the feedback document were about the answers to be sought, not the questions themselves.

The following provides the fifteen major evaluation questions on the thirteen themes shown in Exhibit 6 in the main body of the report, as revised following the feedback from this process, and two general questions underpinning each thematic question.

**Exhibit B-2: Major Evaluation Questions**

<b>General (Non-Thematic) Questions</b>	
	<ul style="list-style-type: none"> <li>Which organizational unit or position is accountable for the performance theme being evaluated and how, realistically, can improvement be achieved in the short, medium and long term?</li> </ul>
	<ul style="list-style-type: none"> <li>What evidence would be required to satisfy stakeholders that necessary and sufficient action is being taken to effect this improvement?</li> </ul>
<b>Context &amp; Mission of the Cree School Board</b>	
<b>Themes</b>	<b>Questions</b>
<b>Context</b>	<ul style="list-style-type: none"> <li>What is the importance of the external environment to the Board’s ability to serve its students?</li> </ul>
<b>Mission</b>	<ul style="list-style-type: none"> <li>To what extent is the Board guided by a clear and commonly understood mission with respect to its principal beneficiaries: youth students; continuing education students; and post-secondary students?</li> </ul>
<b>Youth Education</b>	
<b>Themes</b>	<b>Questions</b>
<b>Student Results</b>	<ul style="list-style-type: none"> <li>What results does the school expect for its students and how effective is it in achieving them?</li> </ul>
<b>Classroom Instruction</b>	<ul style="list-style-type: none"> <li>How successful is the school in providing quality classroom instruction to its students?</li> </ul>
<b>Complementary Services</b>	<ul style="list-style-type: none"> <li>How successful is the school in providing quality complementary services to its students?</li> </ul>
<b>School Support for Learning</b>	<ul style="list-style-type: none"> <li>How successful is the school in providing other means to support learning?</li> </ul>
<b>Home &amp; Community Support for Learning</b>	<ul style="list-style-type: none"> <li>How successful is the school in promoting home and community support for learning?</li> </ul>
<b>School Board Support for Learning</b>	<ul style="list-style-type: none"> <li>How successful is the School Board in providing support for youth education through its structures, systems and policies for the governance and management of education?</li> </ul>

<b>Continuing Education</b>	
<b>Themes</b>	<b>Questions</b>
<b>Student Results</b>	<ul style="list-style-type: none"> <li>▪ What results does the centre expect for its students and how effective is it in achieving them?</li> </ul>
<b>Training &amp; Other Services</b>	<ul style="list-style-type: none"> <li>▪ How successful is the centre in providing quality training and other services to its students?</li> </ul>
<b>Centre Support for Learning</b>	<ul style="list-style-type: none"> <li>▪ How successful is the centre in providing other means to support learning?</li> </ul>
<b>School Board Support for Learning</b>	<ul style="list-style-type: none"> <li>▪ How successful is the School Board in providing support for continuing education through its structures, systems and policies for the governance and management of education?</li> </ul>
<b>Post-Secondary Education</b>	
<b>Themes</b>	<b>Questions</b>
<b>Student Results</b>	<ul style="list-style-type: none"> <li>▪ What results does the office expect for its students and how effective is it in achieving them?</li> </ul>
<b>Student Services</b>	<ul style="list-style-type: none"> <li>▪ How successful is the office in providing quality services to its students?</li> </ul>
<b>School Board Support for Learning</b>	<ul style="list-style-type: none"> <li>▪ How successful is the School Board in providing support for post-secondary education through its structures, systems and policies for the governance and management of education?</li> </ul>

The accountability component of the first general question was answered by examining (a) the lines of authority and accountability for each performance theme as assigned to various departments, directors, coordinators, principals, CEAs and other administrators; and (b) the responsibilities assigned to various departments and positions by the Three-Year Plan and other strategic planning documents. The improvement component of the first general question and the second general question on evidence of 'real change' were answered by feedback from stakeholders. The thirteen thematic questions posed above were answered by:

- a) defining the aspects of each performance theme that constitute the 'objects' of the evaluation (see section which follows); and
- b) evaluating the performance and capacity of each unit of analysis in relation to each of these objects.

### **Defining Performance**

Defining the 'objects' of the evaluation requires the evaluators to specify precisely which aspects of the organization's performance and capacity are being evaluated.

Any evaluation is meant to determine *how well* the organization is performing in relation to the objects chosen. This requires the development of performance standards:

- **Performance standards** – specify the level(s) or degree(s) of desired performance, often using various *evaluation criteria* that enable us to observe and measure performance.

The evaluation criteria used to define standards enable us to answer the following questions:

- How do we know whether the standard has been met?
- How do we differentiate an ‘excellent’ level of performance from an ‘adequate’ level, or ‘satisfactory’ from ‘unsatisfactory’ performance?

We developed two types of performance themes. The first deals with **student results**; the second with the **operational performance and capacity** of the major units of analysis, which can also be understood as the **quality of service provision**.

The evaluation of results defines performance in terms of **effectiveness**: the extent to which the CSB is successful at achieving each intended result identified by the evaluation. The objects are thus simply stated as the intended results.

The evaluation of the quality of service provision defines performance in terms of an organizational unit’s **operational conduct** and its **efficiency** in the use of resources. The evaluation of **capacity** is intended to reveal the underlying strengths and weaknesses of the organization that facilitate or inhibit its performance. These objects are thus stated as the aspects of service provision or organizational capacity that are expected.

In the absence of any existing performance standards adopted by the CSB, we developed a set of standards based on generally applicable norms of policy and practice in public education. They also reflect what we have learned about performance evaluation of schools and organizations generally. Ideally, these themes, objects and standards ought to have been developed with the participation of stakeholders to ensure that we are measuring ‘what matters’ to them. The lack of time prevented this from happening. Therefore, the themes, objects and standards chosen should be viewed as a ‘working definition’ that can be revised on the basis of this evaluation for future use by the Board.

When the mandate of the Educational Review to provide a holistic portrait of CSB performance, synthesizing the work of other initiatives, notably the Organizational Review, was withdrawn,<sup>5</sup> we revised the standards accordingly.

The revised standards adopted for each object, are listed below in Exhibit B-3. In keeping with our revised mandate, this exhibit now consists of four components: one for each node of service delivery for youth and adults (continuing education and post-secondary studies), and one for context and mission. School Board support for learning is no longer shown as a separate component but included under each on the three service delivery nodes.

The standards for School Board support are therefore restricted to those aspects that are directly linked to one of these three nodes, excluding more general aspects of School Board performance that are intended to be dealt with by the Organizational Review and the subsequent synthesis by the Board of all current evaluation initiatives.<sup>6</sup>

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<sup>5</sup> See discussion in **Part 1, Overview, Context and Mission**, beginning in section 1.2, Purpose & Results.

<sup>6</sup> The revised conception of performance themes is illustrated in Exhibit 1-4 in **Part 1, Overview, Context & Mission**; the original standards are contained in Exhibit 6 of the Evaluation Work Plan (available on the Educational Review website).

**Exhibit B-3: Revised Performance Standards**

<b>Context &amp; Mission of the Cree School Board</b>	
<b>Objects of Evaluation</b>	<b>Guiding Questions</b>
<b>Context</b>	
Regional & Local Contexts	<ul style="list-style-type: none"> <li>▪ What are the principal characteristics of both the regional and local contexts in which the CSB, its schools and centres operate?</li> <li>▪ Who are the principal stakeholders of the CSB and what are the characteristics of the relationship between them and the CSB?</li> </ul>
Historical Context	<ul style="list-style-type: none"> <li>▪ What features of its historical context are important to understanding the CSB?</li> </ul>
Administrative & Legal Framework	<ul style="list-style-type: none"> <li>▪ What are the principal aspects of the administrative and legal framework in which the CSB operates and how do they affect it?</li> </ul>
Wider Context	<ul style="list-style-type: none"> <li>▪ How does the broader educational system impact on CSB?</li> </ul>
<b>Mission</b>	
Values & Guiding Principles	<ul style="list-style-type: none"> <li>▪ What are the values and guiding principles of the CSB that underpin its mission?</li> <li>▪ To what extent are these values and principles understood and shared by members of different organizational units and other stakeholders?</li> </ul>
Vision	<ul style="list-style-type: none"> <li>▪ What is the vision that is projected by the mission of the CSB?</li> </ul>
Purpose & Results	<ul style="list-style-type: none"> <li>▪ Is the mission of the CSB characterized by clarity of purpose and intended results with respect to its major beneficiaries: youth students, adult students and post-secondary students?</li> <li>▪ To what extent are these purposes and results understood and shared by members of different organizational units and other stakeholders?</li> </ul>

<b>Youth Education</b>	
<b>Objects of Evaluation</b>	<b>Standards</b>
<b>Student Results</b>	
Student Engagement	<ul style="list-style-type: none"> <li>▪ Students attend school regularly and take an active part in learning and school life.</li> </ul>
Curricular Learning	<ul style="list-style-type: none"> <li>▪ Students demonstrate acquisition of the required competencies specified in the curriculum for their level of instruction.</li> </ul>
Social & Personal Learning	<ul style="list-style-type: none"> <li>▪ Students demonstrate a range of social and personal behaviours, skills and attitudes appropriate for their age level.</li> </ul>

<b>Youth Education</b>	
<b>Classroom Instruction</b>	
Teaching	<ul style="list-style-type: none"> <li>▪ Teaching meets the following criteria:               <ul style="list-style-type: none"> <li>◇ teaching reflects teacher mastery of subject area and planning of lessons;</li> <li>◇ teaching methods and organizational strategies match curricular objectives and needs of students; and</li> <li>◇ student work is assessed thoroughly, constructively and consistently.</li> </ul> </li> </ul>
Instructional Resources	<ul style="list-style-type: none"> <li>▪ Instructional resources meet the following criteria:               <ul style="list-style-type: none"> <li>◇ teachers and other human resources have appropriate qualifications, experience and aptitudes;</li> <li>◇ classrooms and other instructional facilities are adequate in terms of size, furnishings and environment;</li> <li>◇ textbooks and other teaching materials as required for the curriculum are provided; and</li> <li>◇ other resources to enhance instruction are provided.</li> </ul> </li> </ul>
Curriculum	<ul style="list-style-type: none"> <li>▪ The curriculum being taught fulfills the requirements mandated for each level of instruction and is appropriate for students at that level.</li> </ul>
<b>Complementary Services</b>	
Services for All Students	<ul style="list-style-type: none"> <li>▪ Complementary services help to provide students with conditions that support their learning and personal development.</li> <li>▪ Counselling services help students with their academic and career choices, and with any difficulties relating to schooling that they encounter.</li> <li>▪ Extra-curricular activities foster student engagement in learning and school life are provided on a regular basis.</li> </ul>
Services for Students with Special Needs	<ul style="list-style-type: none"> <li>▪ Special education services meet the following criteria:               <ul style="list-style-type: none"> <li>◇ students with special needs are identified and assessed in a timely and appropriate manner;</li> <li>◇ regular classroom instruction is adapted to meet students' special needs; and</li> <li>◇ a range of additional services, in accordance with students' special needs, are provided.</li> </ul> </li> </ul>

<b>Youth Education</b>	
<b>School Support for Learning</b>	
School Culture & Organization	<ul style="list-style-type: none"> <li>▪ The school culture is welcoming to all members of the school community and supportive of learning and school life.</li> <li>▪ School organization enhances the breadth and depth of opportunities to learn and supports a collaborative environment for teaching and learning.</li> </ul>
School Leadership & Planning	<ul style="list-style-type: none"> <li>▪ School leadership provides vision and motivation, encourages high expectations for students and staff through individual and group support.</li> <li>▪ The school fosters teaching and learning through operational and strategic planning (Local Education Plan).</li> </ul>
Allocation & Management of Resources	<ul style="list-style-type: none"> <li>▪ The school assigns appropriate human resources for teaching, other educational services, administrative and support services.</li> <li>▪ The school meets expected performance standards for the hiring, development, supervision, retention and evaluation of staff.</li> <li>▪ The school possesses adequate funds, facilities and other material resources to accomplish its programmatic responsibilities.</li> <li>▪ The allocation of funds within the school is timely and efficient.</li> <li>▪ The school meets expected performance standards for planning, managing and accounting for the use of financial, material, and other resources.</li> </ul>
Monitoring & Evaluation	<ul style="list-style-type: none"> <li>• The school meets expected performance standards for monitoring its resources, activities and progress toward results.</li> <li>▪ The school meets expected performance standards for self-evaluation of its performance.</li> </ul>
<b>Home &amp; Community Support for Learning</b>	
Parental & Community Involvement	<ul style="list-style-type: none"> <li>▪ The school fosters parental involvement in the education of their children.</li> <li>▪ The school fosters the involvement of parents, and other community members and groups in the life of the school.</li> </ul>
School Linkages to Outside Bodies	<ul style="list-style-type: none"> <li>▪ The school actively pursues and maintains appropriate linkages with external service agencies and other bodies to support the school and the community.</li> </ul>

<b>Continuing Education</b>	
<b>Objects of Evaluation</b>	<b>Standards</b>
<b>Student Results</b>	
Student Engagement	<ul style="list-style-type: none"> <li>• Students attend centre regularly and take an active part in learning and related activities.</li> </ul>
Curricular Learning	<ul style="list-style-type: none"> <li>• Students demonstrate mastery of the required competencies specified in the curriculum for their training program or course.</li> </ul>
Employment	<ul style="list-style-type: none"> <li>▪ Students seeking employment in chosen field obtain such a post within two years of graduation.</li> </ul>
<b>Training &amp; Other Services</b>	
Curriculum	<ul style="list-style-type: none"> <li>• The curriculum being taught fulfills the requirements mandated for training program or course and is appropriate for students at that level.</li> </ul>
Teaching	<ul style="list-style-type: none"> <li>• Teaching meets the following criteria: <ul style="list-style-type: none"> <li>◇ teaching reflects teacher mastery of subject area and planning of lessons;</li> <li>◇ teaching methods and organizational strategies match curricular objectives and needs of students; and</li> <li>◇ student work is assessed thoroughly, constructively and consistently.</li> </ul> </li> </ul>
Instructional Resources	<ul style="list-style-type: none"> <li>• Instructional resources meet the following criteria: <ul style="list-style-type: none"> <li>◇ teachers and other human resources have appropriate qualifications, experience and aptitudes;</li> <li>◇ classrooms and other instructional facilities are adequate in terms of size, furnishings and environment;</li> <li>◇ textbooks and other teaching materials as required for the curriculum are provided;</li> <li>◇ other resources to enhance instruction are provided.</li> </ul> </li> </ul>
Complementary Services	<ul style="list-style-type: none"> <li>▪ Complementary services are designed to provide students with conditions that support their learning and personal development.</li> </ul>
<b>Centre Support for Learning</b>	
Continuing Education Centres	<ul style="list-style-type: none"> <li>▪ The operation of the Continuing Education Centre meets expected performance standards for planning, managing, delivering and evaluating the services it provides.</li> </ul>
SRVTC	<ul style="list-style-type: none"> <li>• Support provided by the SRVTC meets the following criteria: <ul style="list-style-type: none"> <li>◇ the culture of the centre encourages learning;</li> <li>◇ there is leadership and planning for learning;</li> <li>◇ available resources are managed appropriately;</li> <li>◇ resources, activities and results are monitored and evaluated;</li> <li>◇ there are ongoing linkages with external bodies to support learning.</li> </ul> </li> </ul>



<b>Post-Secondary Education</b>	
<b>Objects of Evaluation</b>	<b>Standards</b>
<b>Student Results</b>	
	<ul style="list-style-type: none"> <li>▪ Graduates from secondary school seek and obtain admission to post-secondary institutions.</li> <li>▪ Community students are successful in their post-secondary studies.</li> </ul>
<b>Student Services</b>	
	<ul style="list-style-type: none"> <li>▪ Adequate financial assistance is provided to students in a timely manner.</li> <li>▪ Counselling and other services provided to students are appropriate and helpful in supporting them in their studies.</li> </ul>

<b>School Board Support for Learning</b>	
<b>Educational Service Delivery for Youth &amp; Adults</b>	
Supervision of Schools	<ul style="list-style-type: none"> <li>▪ The Office of the Supervisor of Schools adds demonstrable value to school performance through the provision of its services.</li> <li>▪ The operation of the Office of the Supervisor of Schools meets expected performance standards for planning, managing, delivering and evaluating the services it provides.</li> </ul>
Educational Services	<ul style="list-style-type: none"> <li>▪ The Educational Services Department adds demonstrable value to school performance through the provision of its services.</li> <li>▪ The operation of the Educational Services Department meets expected performance standards for planning, managing, delivering and evaluating the services it provides with respect to:                             <ul style="list-style-type: none"> <li>◇ instructional services;</li> <li>◇ special education;</li> <li>◇ student services;</li> <li>◇ Cree programs; and</li> <li>◇ professional development.</li> </ul> </li> </ul>
Continuing Education	<ul style="list-style-type: none"> <li>▪ The Continuing Education Department adds demonstrable value to the performance of continuing education centres and the RVTC through the provision of its services.</li> <li>▪ The operation of the Continuing Education Department meets expected performance standards for planning, managing, delivering and evaluating the services it provides with respect to:                             <ul style="list-style-type: none"> <li>◇ upgrading programs; and</li> <li>◇ vocational training.</li> </ul> </li> </ul>
Post-Secondary Education Office	<ul style="list-style-type: none"> <li>▪ The Post-Secondary Student Services Offices provide leadership by motivating and encouraging high expectations for students and staff through individual and group support.</li> <li>▪ The Post-Secondary Student Services Office meets expected performance standards for planning, managing, delivering and evaluating the services the field offices provide.</li> <li>▪ The Post-Secondary Student Services Offices actively pursues and maintain appropriate linkages with post-secondary institutions.</li> </ul>

<b>School Board Support for Learning</b>	
<b>Administrative Services</b>	
	<ul style="list-style-type: none"> <li>▪ An adequate allocation of human, financial, material and information technology resources are provided to schools, centres and post-secondary education offices, based on equitable and transparent criteria relating to the programmatic responsibilities of these units and other relevant factors.</li> </ul>
<b>Governance &amp; General Administration</b>	
	<ul style="list-style-type: none"> <li>▪ School Board provides strategic direction to its schools, centres and post-secondary education offices, through leadership and an integrated management framework for the planning, monitoring and evaluation of the performance of the Board and its schools.</li> <li>▪ The School Board actively pursues and maintains appropriate linkages with external service agencies and other bodies to support its schools, centres and communities.</li> <li>▪ The organization culture of the School Board reflects the values and purpose of its mission and supports the achievement of high levels of performance.</li> </ul>

## Units of Analysis

The CSB, like any school board, does not constitute a single organizational unit. It comprises both centralized and decentralized units, namely:

- schools;
- continuing education centres, including the SRVTC;
- post-secondary education offices;
- the Office of the Supervisor of Schools, Educational Services and Continuing Education;
- Administrative Services (human, financial, material and information technology resources);
- General Administration (Offices of the Director General and the Secretary General); and
- Council of Commissioners, including the Executive Committee.

The first three provide direct services to students, while the others include all units which support the provision of these services.

Each of the organizational units analyzed - schools, centres, post-secondary offices and board departments - are accountable for their performance. They are expected to provide leadership and plan for delivery of whatever services they are expected to provide. They are expected to monitor and evaluate their performance and most all, they are expected to achieve the results that they have set or that have been set for them. The general nature of each of these aspects of their performance is described briefly below.

## Accountability

To be 'accountable' is to be 'answerable' or obliged to account for that which has been entrusted to you. Traditionally, public accountability systems were *input* oriented, focused on the expenditure of public funds. Then *process* was added, requiring compliance with standards of organizational behaviour. We have come to realize that these types of accountability are inadequate: They tell us if money is being spent for legitimate purposes and whether the organization is operating 'according to the rules' but tell us nothing about what is being

accomplished. Consequently, in recent years accountability systems have become *output* oriented, focusing on results.

Organizational units are commonly defined in terms of their accountability: who is accountable, to whom, for what, and by what means. The mandate of a unit defines the nature and scope of its role and responsibility within the organization. Every unit in an organization is accountable for the exercise of its mandate to a body or individual to which it reports. When another unit in the organization is accountable to it, then it is said to exercise **line authority** (or line functions) over the subordinate unit. These lines of authority, accountability or reporting, are typically represented on an organization chart.<sup>7</sup> When an organizational unit is responsible for supporting another unit but does not have a line authority over it, then it is said to exercise **staff functions**.<sup>8</sup> Often a unit will combine both types of functions (line and staff).<sup>9</sup>

Accountability constitutes the core of a School Board's responsibility to students, parents and other stakeholders for the trust they have placed in it (see text box).<sup>10</sup>

### Leadership & Planning

Leadership is often thought of in hierarchical terms, where the leader demands compliance ("Do as you are told."). In a results-based organization with this same leadership model, the leader sets results to be achieved and standards to be followed. However, not only do other models of leadership exist, research has demonstrated that they are more effective. For example, Fullan refers to research by Goleman which found that the following styles of leadership had a positive impact on both organizational culture and performance:

"Leadership is essential to ensure accountability in public organizations.... Educational leaders must capture and focus the attention of the professional and public communities in which they operate, and they must stimulate the imagination of their faculties and staffs with effective communication regarding their visions of good practice and performance."

- **authoritative** - the leader who mobilizes people toward a vision;
- **affiliative** - the leader creates harmony and builds emotional bonds;
- **democratic** - the leader forges consensus through participation; and
- **coaching** - the leader develops people for the future.<sup>11</sup>

Leadership at the School Board level sets the boundaries for leadership at the school/centre level and provides direction for system-wide change and improvement: "By attending to the phases of a change process, leaders can lay the groundwork for movement along the continua toward the greater purpose and focus, engagement, and collaboration that are vital to successful change efforts."<sup>12</sup> Successful leadership at the School Board level facilitates change by "providing a climate of challenge and support for schools, linking resources to agreed objectives, focusing on teaching and learning, and planning successfully for the needs of the community as a whole."<sup>13</sup>

<sup>7</sup> In the CSB, for example, line authority for schools is assigned to the Office of the Supervision of Schools.

<sup>8</sup> In the CSB, for example, the Department of Educational Services exercises staff functions, but not line authority, to schools.

<sup>9</sup> In the CSB, for example, the Department of Continuing Education exercises both line authority and staff functions to centres.

<sup>10</sup> Adams & Kirst, 1999, p. 482.

<sup>11</sup> Fullan, 2001a., p. 35

<sup>12</sup> Wagner et al., 2006, p. 133.

<sup>13</sup> Riley et. al., 2000, p. 126.

As noted earlier, planning is an integral feature of a results-based approach to management in both the private and public sectors. Governments manage in accordance with *strategic plans* and *business plans*. The following definition captures the generic nature of these plans:

The Business Plan is a concise statement of the strategy of a department or agency .... It focuses on how the department will achieve its objectives in a time of rapid change and within the financial constraints set by the Budget. The strategy normally addresses commitments to perform major tasks and to achieve specified levels of service.<sup>14</sup>

Planning must help the organization to see the big picture (text box),<sup>15</sup> while managing more operational concerns for shorter term periods, such as time lines, target dates, allocation of resources, etc. Contrary to what some people believe, planning does not assume that conditions will remain the same, nor does it rely on certainty. Good planning assumes a certain level of risk, making adjustments as required. Sound strategic planning is meant to provide a bridge between where the organization is now and where it wants to be in five years, ten years, etc.

“The pivotal point in the strategic management process is the point at which strategic direction ... is set. It is at this point that an organization’s knowledge and insights about its past, present, and future converge and a path is chosen around which the organization will align its activities and its resources.”

### Service Delivery

As this heading implies, this theme deals with the actual provision of services by the unit in question. Whereas service delivery in schools and centres is concerned with direct services to students, here we are concerned with a variety of *indirect* services. These services are meant to benefit students

indirectly by supporting the provision of direct services. This is done through a variety of activities such as the development of policy, staff, programs and materials. All of these efforts aim at strengthening the capacity of the organization to discharge its primary mandate (in this case, student learning). Thus, for example, when a school board organizes a workshop for parent volunteers, it helps them take part in school activities, such as a reading program, which in turn helps students to learn. Accordingly, although the services delivered by various units of the CSB may target teachers, infrastructure, etc., the key question underlying them must always be: **How does this service benefit students?**

### Monitoring & Evaluation

As noted previously, monitoring and evaluation comprise the other crucial component of a results-based approach to management. Whereas planning, looks ahead to see what results the organization is trying to realize, and how, evaluation looks back to see if they were achieved, and why. In between, monitoring keeps track of progress, allowing the organization to make adjustments to its operations or, if necessary, its anticipated results.

Evaluation is often regarded as something done by ‘outsiders,’ where the evaluator is seen as the *expert*, who remains *detached* from the entity being evaluated, as he or she *objectively* determines whether goals are being met, guidelines are being followed, and so on. This is certainly the image of the school inspector, an approach, “premised on the notion that orders result in actions as people must be made to be obedient to those orders and that if they fulfil what is expected, then all will be better.”<sup>16</sup>

<sup>14</sup> Evaluation, Audit and Review Group, 1996, p. 2.

<sup>15</sup> Artley, Ellison & Kennedy, 2001, p. 9.

<sup>16</sup> Cullingford, 1999, p. 213.

Contemporary thinking in public management takes a contrary view and asserts that organizations should take responsibility for evaluating their own performance.<sup>17</sup> Although this trend is gaining ground in education systems in Canada, the use of large-scale assessments to evaluate the performance of schools and school boards remains widespread. The Canadian Teachers' Federation has played a lead role in advocating the need to move from this 'cult of testing' to a "constructive culture of professional accountability."<sup>18</sup> However, to date, governments and the general public seem to be content to rely on test scores and standardized tests and uniform provincial exams to measure school success.

## Results

A results-based approach to management is concerned with the results that the organization achieves. In this Review, we are concerned with two types of results: (1) student learning; and (2) support for learning. In other words, first we seek to determine the level of achievement in academic, vocational, social and personal learning for youth and adult students of the CSB. Then, for each unit of analysis, we seek to determine the value it adds to the teaching and learning that occurs in schools and centres. **What contribution does the unit make and to what extent is that contribution effective?**

## Measuring Performance

The concept of organizational performance is neither simple nor straightforward. For this reason, performance is often evaluated by means of performance *indicators*:

- **Indicator:** a *pointer* or *proxy measure* that *quantifies* performance or provides a *qualitative* (visual or narrative) expression of performance, when quantitative measures are not feasible or a more *symbolic* representation of quality is desired.

Even while accepting the proxy nature of an indicator, it is meant to provide an 'at-a-glance' measure or representation of performance that is 'crisp' and easily understood. We realized from the outset that it was unlikely that we would be able to devise suitable indicators for most objects chosen to be evaluated. Accordingly, we decided to specify the **evidence** that would be used to measure or demonstrate performance.

This approach is consistent with traditions from qualitative research that recognize that organizations are complex entities that cannot easily be represented by simple statistics. An evaluation should allow the multiple 'voices' of a school to be heard, which is why school evaluation is sometimes depicted as providing an opportunity for a school to 'tell its own story.'

Data provide the foundation of the evaluation: An organizational evaluation is an empirically-based inquiry. In other words, the evidence used to measure performance comes from actual data about the organization. To be credible, each stage of the inquiry must be grounded in the previous one, as depicted by the simplified 'evaluation chain' in section 1.3 of the main report.

The data used in the evaluation were restricted to that which was gathered by the process described in the following section on data collection (p. 25). We recognized that during the course of the evaluation, the members of the evaluation team might become aware of other information that was potentially relevant to the evaluation. Simply using that information would violate the integrity of the above chain and undermine the transparency of the evaluation. If deemed appropriate, these potential sources of data were incorporated into the data collection process so that any data from these new sources became part of the formal record of the evaluation.

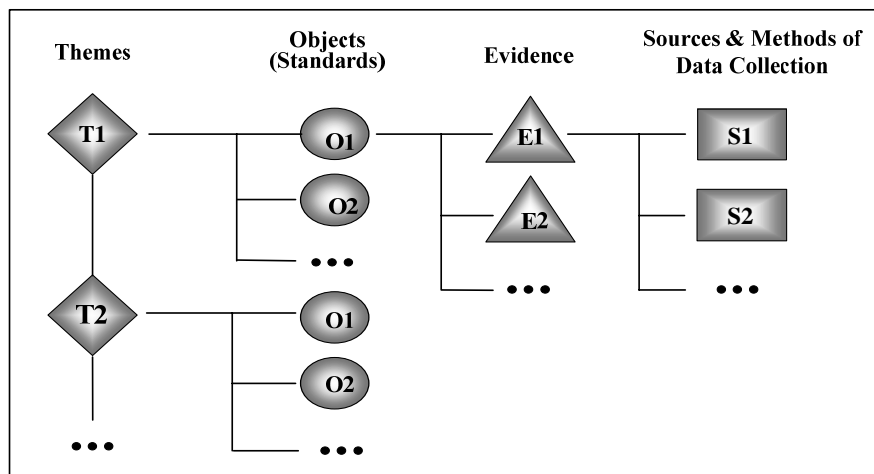
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<sup>17</sup> Chambers, 1998.

<sup>18</sup> Canadian Teachers' Federation, 2003, p. 2; see also, Smith, 2004.

As described in the section on data collection that follows (p. 25), a wide variety of sources and methods for gathering evidence were used. These data provided the evidence used to evaluate performance for each object listed in Exhibit B-3 (p. 13), as shown in the graphic representation contained below in Exhibit B-4.

**Exhibit B-4: Gathering Evidence of Performance**



### Constraints & Limitations

The Educational Review was subject to various **constraints** - external conditions that affect the conduct of the Review but which the evaluation team cannot control. These constraints lead to **limitations** - restrictions placed on the scope or conduct of the evaluation.

The greatest constraint was **time**, notably for defining the performance to be evaluated, fostering stakeholder ownership in the Review, developing the instruments and collecting data in each community. The way we define performance reflects what matters to stakeholders, while building on the knowledge base about schooling and organizations. There was no time to involve stakeholders in defining performance 'themes,' 'objects' or 'standards.' As a result, they must be considered as a working definition of performance that can be revised for future use by the Board.

Building stakeholder ownership is a long-term, time-consuming process that depends on trust-building between stakeholders and the evaluation team, and stakeholder belief in the purpose and intended results of the evaluation. If stakeholders do not have faith in the evaluation, either in terms of how it is conducted or what will happen because of it, they will not invest in it. The limited feedback from the consultation on the major elements of the work plan was evidence of a lack of stakeholder engagement. Our preparatory work as well as the feedback we did receive strongly suggested that this lack of engagement was due, at least in part, to past experience with evaluation initiatives that did not lead to positive change. It is for this reason that we sought to identify concrete measures that would assure stakeholders that this Educational Review would lead to *real change* for the benefit of students. In the meantime, the level of stakeholder involvement limited the preparation of the Review and, to some extent, the collection of data.

We identified more than 50 separate instruments to be prepared. The instruments reflect planning decisions about evidence and sources of data in relation to the objects of the evaluation and the standards selected to evaluate performance. Not only was the time to develop these instruments very constrained but there was no time for pilot testing before data collection began. The limitation arising from this constraint was the refinement of the instruments and the 'coverage' they provide for data collection: ensuring that together, the

methods and sources of data collection they represent cover all important issues being evaluated.

The collection of data was further constrained by time. For example, we had to forego the collection of data that would require greater stakeholder participation (e.g. questionnaire for parents) or considerable processing to make the data usable (e.g. converting school marks by class into data sets that can be analyzed). We planned and managed this process as tightly as we could but the lack of any margin of time meant that going back to pick up missing data while respecting our timeline was virtually impossible. Given the importance of visiting all communities to ensure that everyone was included meant that data collection did not end until the end of February 2008. This pushed our deadlines for data analysis and reporting ahead creating a considerable pressure for the completion of the Review.

Accordingly, our report can only present a 'broad-brush' picture of performance in the Board and not, as some would hope, a detailed picture of each school and centre.

In addition to time, the lack of certain **data**, notably with respect to student results, constrained our ability to paint a complete picture of student success. We recognized from the outset that we would not be able to evaluate longer-term results due to a lack of longitudinal data. We therefore limited our evaluation of student results to the aspects of student success which the data would support. However, collecting these data proved to be extremely problematic.

Educational Services has the responsibility for student data for youth education. However, with the exception of standardized tests, the actual management of these data is handled by an outside consultant, Gérard Poulin. The Educational Services consultant responsible for standardized tests was only able to provide us with data on the Canadian Achievement Tests administered in schools of the CSB for grade 6 English, grade 6 French and grade 9 English for four years: 2003-04 to 2006-07. No data were available for earlier years and no reliable data were available for the Comprehensive English Language Test [CELT].

Attempts to obtain data through Educational Services for student results in school, Board and Ministry exams were unsuccessful. However, the situation changed when the evaluation team established direct contact with Gérard Poulin who did his best to supply all data in his possession. Since he was also responsible for the compilation of attendance data and the preparation of annual board reports on this subject, we were also able to obtain these data from him. This process caused considerable delays in obtaining and processing the data. Moreover, in the end we had to expend considerable time in extracting desired information from raw data files. This was fine for ensuring accuracy of results but was very time consuming.

It was not possible for us to verify the legitimacy of the data on student results, that is, the extent to which marks actually reflected student achievement. Anecdotal evidence, corroborated by a wide discrepancy between school results and standardized test scores, suggests that marks are often considerably inflated. Further evidence of this practice is found in the experience of students who graduate but who do not have the skills to successfully undertake post-secondary studies. A further problem with student data is found in the apparent lack of attention paid by schools to the collection and management of these data. We were not able to do any detailed investigation of this issue but anecdotal evidence supports the conclusion that these data cannot be relied upon. Accordingly, all analysis of student results presented in this report should be considered with these caveats in mind.

We also experienced severe limitations on the data we could collect on continuing education and post-secondary education. In the end, the only quantitative data supplied by the Continuing Education Department consisted of a preliminary report on a clientele study by an outside consultant. Successive attempts to obtain a final version of this study or other data were not successful. Consequently, we collected no data on student results with respect to attendance,

course grades or graduation. Similarly, very little data were obtained from the Post-Secondary Education Office and our report is equally deficient regarding post-secondary student results.

In terms of qualitative data, we were generally successful in obtaining input from a wide range of stakeholders. The only exceptions were commissioners and post-secondary students. In addition to the Chairperson of the Board, only five of nine commissioners made themselves available for an interview. In each case, we tried to reschedule but to no avail. We also invited these four commissioners to submit their input by email but none did so. In the case of post-secondary students, we had scheduled two focus groups with students in Montréal and Gatineau. Only two students turned up for the first and none for the second. This absence of input was especially unfortunate given our lack of quantitative data from the Post-Secondary Education Office.

Given the importance of human resources in education, we endeavoured to collect a range of data from the Human Resources Department. Some documentary data were supplied but they were clearly insufficient for our purposes. Our repeated attempts to obtain the necessary data were not only unsuccessful, they were completely ignored. Because of our reliance on data from the Organizational Review (see below) regarding expenditures we did not set out to collect considerable data from the Finance Department. Most of what we did ask for was supplied. However, repeated requests for key data on the distribution of resources to schools were at first unsuccessful, and then ignored.

These various problems with the collection of data reflect serious shortcomings in the administration of the CSB and reflect an organizational culture where there are no consequences for the failure to perform adequately, let alone well.

As mentioned in the main body of the report,<sup>19</sup> our original mandate encompassed a synthesis of the Strategic Planning Exercise, the Organizational Review, as well as the workshops on school board governance and parenting. There were at least two distinct advantages to this approach.

First, it reduced duplication of effort, as we would make use of data collected by these other initiatives. For example, we anticipated that the Organizational Review would conduct a detailed analysis of job responsibilities, coordination of work and Board expenditures. As a result, we did not undertake any detailed work in this regard. Since the change in mandate came at the end of the Review process, our report does not contain any such analysis - a serious limitation in the product of this Review. Since we cannot comment on the results of the Organizational Review, we cannot say whether this limitation has been corrected by their work.

Second, by rolling up the efforts of all current initiatives under the cover of a single report, the CSB would be provided with a holistic portrait of Board performance, avoiding the erroneous impression that these initiatives could be treated separately. Thus, for example, some people saw the two reviews as the 'Board half' and 'school half' of a complete evaluation. We saw this view as inaccurate because the Educational Review was not limited to deal only with school performance and the Organizational Review was not intended to not provide an evaluation of performance, but an analysis of the organization with options for restructuring.

If the Board undertakes a synthesis of these initiatives, notably the Organizational and Educational Reviews, this limitation can be eliminated. Failing such a synthesis - by whatever credible means - will not only leave the impression that these Reviews can be treated separately but may lead to inappropriate decisions for the future direction of the Board. As stated in the main body of our report, the School Board only exists - or at least *should* only exist - as a support structure to its schools and centres, where teaching and learning actually take

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<sup>19</sup> See Basic Principles of the evaluation design in section 1.3, Part 1.



place. Any consideration of Board structures, managerial responsibilities, and so forth, should only be made in terms of how they facilitate the provision of this support. Failure to do so will likely result in a perpetuation of the situation observed during the Educational Review, namely the profound disconnect between central administration of the Board and its schools and centres.

## Data Collection

A wide variety of sources and methods for gathering evidence were used, including:

- non-personal interaction with people (e.g., questionnaire);
- personal interaction with people (e.g., interview);
- observation; and
- examination of records and documents.<sup>20</sup>

In addition to the preparation of written questionnaires, protocols were developed for all interviews, focus groups and classroom observations.<sup>21</sup> Given the small size of the school population, it was recognized that sampling was likely to be of little use. However, it was also recognized that some selection of participants might be required in collecting data, notably from students, teachers, parents and community members. The methods used for participant selection, where required, are included in the following description of the process used to collect the data.<sup>22</sup>

### Mission & Context

The mission of the CSB (to preserve Cree values, culture and language, while preparing students for participation in the wider society) provided the *starting point* for the Review by stating the values, vision, purpose and expectations for which stakeholders hold the School Board *accountable*. We collected data about mission from documents and stakeholders, seeking to understand what the CSB's 'dual-purpose' mission meant to them and whether they believed that it was appropriate.

The context of the CSB consists of many layers. Each school and centre exists in a community with its own local context and stakeholders. All nine communities share a common context, including regional stakeholders such as the Cree Regional Authority. However, the Board context is wider than its own territory, including, for example, the Québec education system to which it relates. We have sought data about these multiple features from documents and stakeholders to enable us to situate the evaluation in its proper context.

### Schools

Our data collection plan provided for visits to all nine schools between October 1 and November 30. All schools received a copy of a general memorandum before this period informing them of our tentative schedule. Prior to each visit, we sent a detailed letter to the Principal and CEA, with copies to the Vice-Principal(s), the Commissioner and the School Committee Chairperson (usually via the Principal), outlining the data collection activities

<sup>20</sup> A 'record' was defined as a written statement prepared by or for an individual or organization for the purpose of attesting to an event or providing an accounting (e.g. list of student marks, minutes of a meeting); a 'document' was defined as any written or recorded material that is not a record nor a product of the evaluation.

<sup>21</sup> All instruments used are provided in Appendix E.

<sup>22</sup> This section constitutes a revised version of the description provided in our Progress Report, dated December 15, 2007, including the completion of the data collection process after that date.

envisaged and a proposed schedule. A team member followed up each letter by phone, email and, where necessary, fax.

Managing this process became quite an arduous task, and receiving confirmation of the schedule of activities ahead of time became the exception, rather than rule. A process that was meant to direct us to sources of data became a source of data in itself, informing us about three key performance issues: communication, accountability and follow-up.

Community-based circumstances beyond our control changed our planned itinerary several times. In some cases, we were able to reschedule; however, we were not able to visit the schools in Waskaganish or Waswanipi during the time set aside for data collection. However, these visits were rescheduled and took place in January and February, 2008. In addition to visiting all nine schools, we collected data from teachers and some during the Educational Symposium, 2007. The results of these efforts are described below.

## Students

As stated earlier in this report, students are the focus of this Review. We therefore planned to collect data on student results and from students themselves, as well as from other stakeholders, such as teachers.

Any educational evaluation begins with data on student results. For purposes of this Review, we began our search by looking for data on student attendance and curricular achievement (what students have learned) in elementary, secondary, vocational and post-secondary programs. Given that many stakeholders told us that student results have been steadily declining, we soon realized the importance of having these data for as many years as possible.

For the youth sector we were informed that it was the responsibility of the Department of Educational Services to provide these data. This route did not prove to be successful and at the end of the time set aside for data collection we still did not have the requisite data. As discussed in the report,<sup>23</sup> and in the previous section on constraints and limitations, data management is a serious issue in the CSB and our difficulties in obtaining reliable data on student results in a form that was helpful was further evidence of the level of problems in this area. We finally obtained sufficient data for our purposes, as presented both in the main body of the report and this document.<sup>24</sup>

In every school we visited, we held focus groups with students, chosen by the Principal following a specific request to select a cross-section of students. Generally, four separate groups were formed from the three levels of instruction, and one for former students. In each case, discussion was guided by a protocol prepared for each type of group. In total, we collected data from 31 groups, for a total of 254 students.

Type of Group	Number	
	Groups	Students
Kdg to Grade 3	8	51
Grades 4-6	9	96
Secondary	8	70
Former Students	6	37

In all cases, we wanted to gather evidence about classroom instruction and school life, as experienced by the prime beneficiaries of education, the students. It is often difficult to engage students in an open discussion, especially with strangers and when time is limited. However, the exercise was worthwhile, both from the perspective of content – the data collected – and process – demonstrating to students that someone was listening to them, that their opinion mattered.

<sup>23</sup> See sections 6.4, Part 2, and 12.2.3, Part 4, Monitoring and Evaluation, at the school and Board levels respectively.

<sup>24</sup> See chapter 3, Student Results, Part 2, and the supplementary data tables in Appendix C, starting on page 43.

## Teachers & School Staff

Data were collected from individual teachers and other school staff by means of two questionnaires, each provided in English or French. Generally, questionnaires were distributed at a staff meeting that also served as a forum to present information about the Review and answer questions. In total, we collected data from 212 teachers in all nine schools and 41 other staff members from seven schools.

Both questionnaires included open-ended questions where respondents could briefly describe the strengths and weaknesses of their school. Respondents were also asked to indicate their level of agreement with a series of statements about the school (e.g. “This school challenges students to do their best.”), and, for teachers, the extent to which a series of statements described their students (e.g. “My students are motivated to succeed.”).

In addition, six focus groups were held during the Educational Symposium in Montréal with 51 teachers from a cross section of schools. These groups enabled us to probe various issues such as the appropriateness of the curriculum and the level and quality of support they received from Education Services.

Focus Groups	Number
Kdg to Grade 3 (Cree)	7
Grades 4-6 (English)	10
Grades 4-6 (French)	7
Secondary (English)	8
Secondary (French)	8
Cree language and culture (Gr 4-Sec)	11

## Classroom Observations

A total of 50 classes were observed at all levels and languages of instruction (Cree, English and French), using a structured observation protocol.<sup>25</sup> Some teachers objected to our presence, causing the Supervisor of Schools to send a reminder to every school that their participation in

Level/Language	Cree	En	Fr
Kind to grades 1/3	12		3
Grades 2/4 to 6	1	11	4
Secondary	2	14	3
<b>Total</b>	<b>15</b>	<b>25</b>	<b>10</b>

the Review was required. Teachers were given prior notice of our visit and the observers did not interact with students during the class.

Given the tight schedule for collecting data in schools, the classes were selected ahead of time by the principal. We informed the principals that we wished to observe a cross-section of classes, not just the best ones, at different levels of instruction (K-3, 4-6 and secondary I-V), different subject areas and languages of instruction. We acknowledge the limitation created by this method and the likelihood that they would select classes that would show the school in a better light. Having now collected and analyzed the data,<sup>26</sup> we can say that we have seen a range of classes but cannot state that the classes observed provide a representative sample of all classrooms in the CSB.

The observations were not extensive enough to provide a detailed evaluation of classroom instruction; however, they did provide insights into what was happening – and not happening – in a range of teaching situations. In each case, the observer completed a rating scale about the instruction he or she had observed.

## Administrators & Commissioners

Interviews were conducted with a total of 32 principals, vice-principals, CEAs and commissioners, using protocols prepared for each, whose guiding questions had been provided to participants in advance. Virtually every interview began with a

Interviewees	Number
Principal	8
Vice-Principal	11
CEA	8
Commissioner	5

<sup>25</sup> A copy of this protocol can be found in Appendix E.

<sup>26</sup> See supplementary data tables in Appendix C, page 72.

question about the CSB mission (see p. 25), and ended with the following question about the promise of the Review:

- This Educational Review is meant to lead to **action** to improve the quality of service delivery to students. What evidence would satisfy you that action is being taken to effect this improvement?

In between, we explored a range of performance themes. For example, we asked administrators how they were held accountable for the performance of their roles and responsibilities and how the Board supported them. We asked commissioners how effective they thought their school was at reaching out to parents and the community.

These interviews also provided an opportunity to collect various documents such as the school budget and report cards (blank forms). In addition, each school was asked to complete a brief 'profile' outlining the number of students and staff and other key characteristics about the school. In total, we obtained profiles from 6 schools.

### Parents & Community Members

At the start of the data collection process, we planned to use community radio to reach out to parents and community members. This approach was not successful and was abandoned in favour of an open meeting of the School Committee.<sup>27</sup> In

Type of Activity	Number	
	Groups	Participants
Community Radio Forum	3	
Open Meeting, School Committee	6	55
Focus Group for Elders	6	46
Band Council Education Rep		3

addition, wherever possible, we held a focus group with elders and interviewed the education representative on the Band Council.

The radio forum, the open meeting and the focus group were designed to solicit opinions of community members on the major performance themes dealing with schools, notably the CSB mission, student results, school support for learning and parental and community involvement. The interview with the education representative on the Band Council also dealt with these themes, but with an emphasis on community context and the linkages between the school and community agencies such as the Band Council, Social Services, etc.

### Continuing Education Centres

According to our original plan, data from adult education centres were to be collected by means of a brief interview (Int) with the consultant responsible for the centre,<sup>28</sup> and two questionnaires (Q), one administered to students, the other to staff. Data collection from the Sabtuan Regional Vocational Training Centre [SRVTC], located in Waswanipi, was analogous to the process described above for schools, including an interview with the Director and Consultant, observation of instruction in one class, one focus group with

Activity	Number	
	Centres	Participants
Director	1	1
Consultants (Int)	8	6
Students (Q)	9	107
Students (FG)	1	18
Class Observation	1	
Staff (Q)	9	30

<sup>27</sup> Community radio was used in Whapmagoostui, Chisasibi and Eastmain. Open School Committee meetings were held in Chisasibi, Wemindji, Nemaska, Ouje-Bougoumou and Mistissini. In addition, two School Committee Chairpersons were interviewed, one before the introduction of focus groups for School Committee members, and one in a school where no meeting could be convened.

<sup>28</sup> Three consultants are each responsible for two centres, while three others are each responsible for a single centre. The consultant responsible for the centres in Whapmagoostui and Chisasibi was unavoidably absent when we visited these centres; attempts to reschedule the interview or obtain input in writing were not successful.

students and a questionnaire for staff. In addition, other data on student results were collected from the Continuing Education Department.

The interviews with the consultants dealt with a range of performance themes, especially centre support for adult learning and the support provided to the centre by Continuing Education and other administrative service units of the Board. The questionnaire for students comprised three open-ended questions asking respondents to (1) briefly describe how the centre helped them achieve their goals, (2) identify any barriers that got in their way and (3) suggest any improvements that could be made to the centre. In addition to two open-ended questions, staff respondents were asked to indicate their level of agreement with a series of statements about the centre (e.g. "The centre provides appropriate leadership to support teaching and learning.").

### Post-Secondary Education Offices

Although the CSB does not offer instruction at the post-secondary level, it does provide support to students at this level through two offices, located in Montréal and Gatineau. Interviews were conducted using the protocols prepared for each, whose guiding questions had been provided to participants in advance. Each focus group was guided by a common protocol.

Type of Activity	Number	
	Montréal	Gatineau
Director (Int)	1	
Guidance Counsellor (Int)	1	1
Other staff (Q)	4	1
Students (Focus Group)	2	0

The interview protocol for the Director was quite comprehensive and included requests for data on student access to post-secondary education as well as success in various programs.

The interview questions for both the Director and the Guidance Counsellors covered a range of performance themes, for example, services provided to students, linkages with post-secondary institutions and post-secondary policies. The focus group for students addressed these same themes from a beneficiary perspective. The staff questionnaire consisted of open-ended questions about the strengths and weaknesses of the Post-Secondary Office.

### School Board

Our plan for the other service units of the CSB provided for a range of interviews and questionnaires, as well as the collection of documents and records.<sup>29</sup> Interviews were conducted using the protocols prepared for each, whose guiding questions had been provided to participants in advance. The complexity of these protocols varied but all were designed to complement the collection of data from the schools and centres that the service units are meant to support.

Participants	Number
Chairperson (Int)	1
Director General (Int)	1
Secretary General (Int)	1
Supervisor of Schools (Int)	1
Assistant Supervisor (Int)	1
Directors (Int)	5
Coordinators (Int)	11
Education Consultants (Q)	4
All other Board staff (Q)	17

Thus, for example, Education Consultants were asked to specify the services they provide to individual schools; various Directors were asked how effective the Board was at supporting learning through the management and allocation of resources. The protocols for the Supervisor of Schools and the Director of Educational Services recognized their respective line and staff functions while the protocol for the Director of Continuing Education recognized that this Department exercises both of these functions.

<sup>29</sup> The other members of the Council of Commissioners and the Executive Committee were included in the collection of data at the community level (see p. 27).

Data collection at the Board level also sought various documents and records. In the end, many documents and records were collected but serious gaps remained, notably with respect to Human Resources.

### **Other Sources of Data**

Finally, we obtained data from other documents and interviews, notably the Grand Chief of the Crees, representatives of the Cree Regional Authority,<sup>30</sup> the former Assistant Deputy Minister of Education, the Ministry representative on the Management Negotiating Committee for the Cree School Board [CPNCSC], the President of the Northern Québec Teaching Association and the legal counsel of the CSB.

## **Data Analysis**

### **Student Results**

The inquiry into student results consisted of the analysis of both quantitative and qualitative data as described below for attendance, graduation, curricular courses and standardized tests.

#### **Attendance**

All data on attendance were extracted from the annual attendance reports of the Cree School Board.<sup>31</sup> These reports were supplied in pdf format so we created our own data tables in a spreadsheet. The reports contained an inordinate amount of detail; we decided to focus our treatment of attendance on three issues: average attendance per student; the reasons for absences and the level of drop-outs in each school. Details about the methodology used for each of these issues can be found in the footnotes that accompany the data tables on attendance contained in Appendix C, starting on page 43.

#### **Graduation**

The analysis of graduate rates began with data published by MELS.<sup>32</sup> We confined our analysis of these data to the overall rates for the entire system (public school boards) and the school boards in the territory of or adjacent to the CSB: Baie-James and Kativik. We also analyzed data regarding the number of graduates in each CSB school over the past 14 years. Details about the methodology used for these analyses can be found in the footnotes that accompany the data tables on graduation contained in Appendix C, starting on page 47.

#### **Curricular Courses**

The analysis of student learning in relation to courses of study included in the curriculum was limited to 32 secondary subjects at the secondary IV and V levels. This was done, first, because these subjects constitute the core of secondary subjects and second, because the Ministry compiles marks for them.<sup>33</sup> Comparative analysis of CSB results were made using published Ministry data.<sup>34</sup> The analysis focused primarily on average marks obtained in the course considered and the 'success rates' in these courses (i.e. the percentage of students who passed). Details about the methodology used for these analyses can be found in the footnotes

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<sup>30</sup> These included the Director General, the Director of the Youth Department and the Director of the Cree Human Resource Development [CHRD].

<sup>31</sup> These reports are compiled by Gérard Poulin, Consultation Pédagogique GP (see Youth Education in Documentary Evidence, Appendix C).

<sup>32</sup> See Youth Education in Documentary Evidence, Appendix C.

<sup>33</sup> These marks were supplied by Gérard Poulin, Consultation Pédagogique GP.

<sup>34</sup> See Youth Education in Documentary Evidence, Appendix C.

that accompany the data tables on curricular subjects contained in Appendix C, starting on page 50.

### **Standardized Tests**

The analysis of standardized test data was limited to the criterion-referenced results from the basic battery (reading, language and math) of the third edition of the Canadian Achievement Tests for three groups: grade 6 English; grade 6 French and grade 9 English, for the past four years: 2003-04 to 2006-07. Details about the methodology used for these analyses can be found in the footnotes that accompany the data tables on standardized tests contained in Appendix C, starting on page 63.

### **Observational Data**

As noted earlier, classroom instruction was observed by three members of the evaluation team using a structured observation protocol.<sup>35</sup> Field notes were taken during each observation and subsequently transcribed to provide a written record of each classroom visit. These transcripts were used to review classroom instruction. At the conclusion of each visit, the evaluator completed a rating scale of the instruction observed. These ratings were entered on a spreadsheet and analyzed using simple descriptive statistical functions. Details about the methodology used for this part of the analyses can be found in the footnotes that accompany the data tables on classroom observations contained in Appendix C, starting on page 72.

### **Questionnaire Data**

Questionnaires were offered to all staff members in schools, centres and Board offices who were not interviewed, as well as to adult students. They produced both quantitative and qualitative data. The questionnaires for teachers and other school staff consisted of two parts: a series of statements with categorical responses (quantitative data) and a set of open-ended questions (qualitative data). The questionnaires for education consultants were directed toward activities in support of individual schools but also open-ended (qualitative data). All other questionnaires consisted of open-ended questions soliciting opinions from stakeholders (qualitative data).

The quantitative data were entered on a spreadsheet and analyzed using simple descriptive statistical functions. Details about the methodology used for this part of the analyses can be found in the footnotes that accompany the data tables on questionnaire data contained in Appendix C, starting on page 73. The qualitative data were transcribed using forms created for this purpose and analyzed using standard techniques for content analysis of such data.

### **Interview & Focus Group Data**

The bulk of the qualitative data came from 75 interviews and 51 focus groups. These sessions were recorded and then transcribed verbatim. The transcriptions were then coded to identify passages that related to the themes of the analysis, as listed below in Exhibit B-5. These same themes, as defined previously in Exhibit B-3 (p. 13), were used to structure the interviews and focus groups, which greatly facilitated the coding of the data.<sup>36</sup> Once all the data were coded, separate data reports were generated for each thematic code, which were then analyzed using standard techniques for content analysis of such data.

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<sup>35</sup> See discussion of classroom instruction in Appendix B, page 27.

<sup>36</sup> Facsimiles of all interview and focus group protocols can be found in Appendix E. The coding was done using software specifically designed for this purpose.

**Exhibit B-5: Coding of Data by Theme****Schools****A Student Results (Youth)**

- A1: Student Engagement (Youth)
- A2: Curricular Learning (Youth)
- A3: Social & Personal Learning (Youth)

**B Classroom Instruction (Youth)**

- B1: Curriculum (Youth)
- B2: Teaching (Youth)
- B3: Instructional Resources (Youth)

**C Student Services (Youth)**

- C1: Special Education (Youth)
- C2: Guidance & Other Student Services (Youth)
- C3: Extra-Curricular Activities (Youth)

**D School Support for Learning**

- D1: School culture & Organization
- D2: School Leadership & Strategic Planning
- D3: Allocation & Management of Human Resources (School)
- D4: Allocation & Management of Funds & Other Resources (School)

**E Home & Community Support for Learning**

- E1: Parental & Community Involvement
- E2: School Linkages to Outside Bodies

**Centres****F Student Results (Adults)**

- F1: Student Engagement (Adults)
- F2: Curricular Learning (Adults)
- F3: Employment

**G Training & Other Services**

- G1: Curriculum (Adults)
- G2: Teaching (Adults)
- G3: Instructional Resources (Adults)
- G4: Student Services (Adults)

**H Centre Support for Learning**

- H1: Centre Climate & Organization
- H2: Centre Leadership & Strategic Planning
- H3: Allocation & Management of Human Resources (Centre)
- H4: Allocation & Management of Funds & Other Resources (Centre)
- H5: Centre Linkages to Outside Bodies

**Post-Secondary Offices****I Student Results**

- I1: Access to Post-Secondary Education
- I2: Success in Post-Secondary Education

**J Student Services**

- J1: Financial Assistance (Post-Sec)
- J2: Counselling & Other Student Services (Post-Sec)
- J3: Linkages to Post-Secondary Institutions
- J4: Post-Sec Policies, Leadership & Management



**School Board****K School Board Support for Learning**

- K1: School Board Organizational Culture
- K2: School Board Strategic Direction
- K3: School Board Structures & Systems
- K4: Educational Services
- K5: Continuing Education
- K6: Human Resources (School Board)
- K7: Financial Resources (School Board)
- K8: Material Resources (School Board)
- K9: Information Technologies (School Board)
- K10: School Board External Linkages

**Mission & Context****L Mission**

- L1: Guiding Values of Mission
- L2: Clarity of Purpose of Mission

**M Context**

- M1: Administrative & Legal Framework
- M2: Stakeholders (Context)
- M3: Education System (Context)
- M4: Other Contextual Features



## APPENDIX C: SUPPLEMENTARY DATA

### Documentary Evidence

The following provides a list of all primary source documents considered in the evaluation as evidence regarding the performance and capacity of the CSB, its mission and context. Other materials consulted, but not considered as evidence, may be found in the Reference List in the main body of the report.

#### General

#### Context & Mission<sup>37</sup>

##### Legislation

- Act Respecting the Cree Regional Authority*, R.S.Q., c. A-6.1.  
*Act Respecting the Conditions of Employment in the Public Sector*, S.Q., 2005, c. 43.  
*Act Respecting the Process of Negotiation of Collective Agreements in the Public and Parapublic Sectors*, R.S.Q., c. R-8.2.  
*Agreement Concerning a New Relationship (Paix des braves) Between le gouvernement du Québec and the Crees of Québec*. 24 August, 2004. Retrieved from <http://www.gcc.ca/>  
*Canadian Charter of Rights and Freedoms*, Part I of the *Constitution Act, 1982*, being Schedule B to the *Canada Act 1982* (U.K.), 1982, c. 11.  
*Charter of Human Rights and Freedoms*, R.S.Q. c. C-12.  
*Constitution Act, 1867* (U.K.), 30 & 31 Vict., c. 3 (formerly the *British North America Act, 1867*).  
*Constitution Act, 1982*, being Schedule B to the *Canada Act 1982* (U.K.), 1982, c. 11.  
*Cree-Naskapi (of Québec) Act*, S.C. 1984, c. 18.  
*Education Act*. R.S.Q. c. I-13.3.  
*Basic School Regulation for Preschool, Elementary and Secondary Education*, R. 3.1

##### Other

- Awashish, P. (n.d.) *Eeyou control of Eeyou Chiskotamachaoun: Milestones of the Cree School Board*. Mistissini QC: Cree School Board.  
 Bobbish-Salt, L. (1990). *James Bay Cree language commission study*. Chisasibi: James Bay Cree Cultural Education Centre.  
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 Cree-Naskapi Commission. (2006). *Tenth biennial report*. Ottawa: Author. Retrieved from <http://www.creenaskapicommission.net/>  
 Grand Council of the Crees, Cree Regional Authority. (2007). *Annual report: 2006-07*. Nemaska QC: Cree Regional Authority.  
 Mianscum, H. (1999). *Report on community consultation on organizational and administrative review of the Cree School Board*. Unpublished document. [Reprinted in Appendix D of this report.]  
 Ministère de l'Éducation du Québec. (1997a). *A new direction for success*. Québec: Author.  
 Ministère de l'Éducation du Québec. (1997b). *Québec schools on course: Educational policy statement*. Québec: Author.  
 Ministère de l'Éducation du Québec. (1999). *Adapting our schools to the needs of all students (Policy on special education)*. Québec: Author. Retrieved from <http://www.mels.gouv.qc.ca/>

<sup>37</sup> Documents from the legal and administrative framework directly governing the operation of the CSB are included under Governance and Administration, Human Resources and Financial Resources as appropriate.

- Ministère de l'Éducation du Québec. (2002a). *Learning throughout life: Government policy on adult education and continuing education and training*. Québec: Author. Retrieved from <http://www.mels.gouv.qc.ca/>
- Ministère de l'Éducation du Québec. (2002b). *Learning throughout life: Action plan for adult education and continuing education and training*. Québec: Author. Retrieved from <http://www.mels.gouv.qc.ca/>
- Ministère de l'Éducation du Québec. (2003a). *Policy on the evaluation of learning*. Québec: Author. Retrieved from <http://www.mels.gouv.qc.ca/>
- Ministère de l'Éducation du Québec. (2003b). *Québec education program: Preschool education, elementary education*. Québec: Author. Retrieved from <http://www.mels.gouv.qc.ca/>
- Ministère de l'Éducation du Québec. (2004). *Québec education program: Secondary school education, cycle one*. Québec: Author. Retrieved from <http://www.mels.gouv.qc.ca/>
- Ministère de l'Éducation du Loisir et du Sport. (2006). *Organization of educational services for at-risk students and students with handicaps, social maladjustments or learning difficulties*. Québec: Author. Retrieved from <http://www.mels.gouv.qc.ca/>
- Ministère de l'Éducation du Loisir et du Sport. (2006). *Reception, referral, counselling and support services in the school boards: General framework*. Québec: Author. Retrieved from <http://www.mels.gouv.qc.ca/>
- Ministère de l'Éducation du Loisir et du Sport. (2006). *Renewing the local framework for the evaluation of learning*. Québec: Author. Retrieved from <http://www.mels.gouv.qc.ca/>
- Proposed Agreement Concerning a New Relationship Between the Government of Canada and the Cree of Eeyou Istchee* (10 July, 2007). Consolidation of final draft agreement. Ottawa: Government of Canada. Retrieved from <http://www.gcc.ca/>
- Provisions Binding the Employer Bargaining Committee for English-language School Boards (CPNCA) and the Québec Provincial Association of Teachers (QPAT)* (in accordance with the provisions of the *Act Respecting the Conditions of Employment in the Public Sector*).
- Summary report of the Cree Language and Culture Conference*. (1998). Chisasibi QC: Cree School Board, Cree Programs.
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## Youth Education

### Ministry Documents

- Ministère de l'Éducation du Québec, Direction de la sanction des études. (1997). *Results on the June 1996 uniform ministry examinations by school board and private school and graduation rates by school board*. Québec: Author. Retrieved from <http://www.mels.gouv.qc.ca/>
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- Ministère de l'Éducation du Québec, Direction de la sanction des études. (2001). *Results on the June 2000 uniform ministry examinations by school board and by educational institution for the public and private school systems and graduation rates by school board*. Québec: Author. Retrieved from <http://www.mels.gouv.qc.ca/>
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- Ministère de l'Éducation, du Loisir et du Sport, Direction de la sanction des études. (2005). *Results on the June 2004 uniform ministry examinations and graduation rates*. Québec: Author. Retrieved from <http://www.mels.gouv.qc.ca/>
- Ministère de l'Éducation, du Loisir et du Sport, Direction de la sanction des études. (2006). *Results on the June 2005 uniform ministry examinations and graduation rates*. Québec: Author. Retrieved from <http://www.mels.gouv.qc.ca/>
- Ministère de l'Éducation, du Loisir et du Sport, Direction de la sanction des études. (2007). *Results on the June 2006 uniform ministry examinations and graduation rates*. Québec: Author. Retrieved from <http://www.mels.gouv.qc.ca/>

### Board Policies

- ADM-03: *Administrative Policy and Procedures on the Harmonization of the Youth Sector and the Adult Sector*, January 1, 2006.
- EDU-01a: *Administrative Policy and Procedures on Boarding Homes*, January 1, 2006.
- EDU-01b: *Administrative Policy and Procedures on Local Education Assistance Program*, July 1, 2004.
- EDU-01c: *Administrative Policy and Procedures on Inter-Community Elite, Athletic and Sports Program*, July 1, 2004.
- EDU-01d: *Administrative Policy and Procedures on Inter-Community Schooling Program*, July 1, 2004, as am. March 9, 2006.
- EDU-01e: *Administrative Policy and Procedures on Off-Community Leagues and Institutions of Athletic and Sports Programs*, July 1, 2004.
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- EDU-02: *Administrative Policy and Procedures on Safe Schools*, March 2, 2005.
- EDU-03: *Administrative Policy and Procedures on Teacher Training Program*, n.d.
- EDU-04: *Administrative Policy and Procedures on Field Trips and Excursions*, n.d.
- EDU-05: *Administrative Policy and Procedures on Secondary V Orientation Trips*, n.d.
- EDU-06: *Administrative Policy and Procedures on School calendars*, July 1, 2006.
- EDU-07: *Administrative Policy and Procedures on Special Education*, January 1, 2006.
- EDU-08: *Administrative Policy and Procedures on Summer School*, January 1, 2006.
- EDU-09: *Administrative Policy and Procedures on Promotion of Students*, January 1, 2006.
- EDU-10: *Administrative Policy and Procedures on Student Attendance*, January 1, 2006.
- EDU-11: *Administrative Policy and Procedures on Suspensions and Expulsions of Students*, March 13, 2007.
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- EDU-13: *Administrative Policy and Procedures on Student Evaluation*, January 1, 2006.

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- CE-02: *Code of Conduct for Sabtuan Continuing Education and Sabtuan Regional Vocational Training Centre Students*, September 14, 2005.
- CE-03: *Regulations - Sabtuan Regional Vocational Training Centre Students' Residence*, September 14, 2005.
- CE-04: *Administrative Policy and Procedures on Sabtuan Regional Vocational Training Centre Student Assistance Program*, September 14, 2005.
- PSS-00: *Administrative Policy and Procedures on the Implementation of the JBNQA Section 3.2.7*, March 7, 2003.
- PSS-01: *Administrative Policy and Procedures on Private Post Secondary Institutions*, March 3, 2005.
- PSS-02: *Administrative Policy and Procedures on Eligibility to Post-Secondary Student Services*, July 7, 2007.
- PSS-03: *Administrative Policy and Procedures on Eligibility to Off-Community Adult Secondary Level Program*, July 1, 2006.
- PSS-04: *Administrative Policy and Procedures on Travel for Students of Post Secondary Student Services*, December 14, 2006.
- PSS-05: *Administrative Policy and Procedures on Tutoring Assistance for Students of Post Secondary Student Services*, January 1, 2007.
- PSS-06: *Administrative Policy and Procedures on Tutoring Assistance for Dependents of PSSS Students*, January 1, 2007.
- PSS-07: *Administrative Policy and Procedures on Moving for Students of Post Secondary Student Services*, July 1, 2007.
- PSS-08: *Administrative Policy and Procedures on Computer Subsidy for PSSS Students*, July 1, 2007.

### Other

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*Cree School Board (Election of Commissioners) Regulation*, R. 11.1  
*James Bay and Northern Québec Agreement and Complementary Agreements* (2006 Ed.).  
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## Youth Education

### Schools

Exhibit C-1 provides a portrait of the student population of each school by language and level of instruction. These data should be considered as indicative, not definitive, as they were supplied by each individual school and not from official Board data, which we were unable to obtain.

**Exhibit C-1: Student Population: 2007-08**

School	Total			Cree	English			French		
	Elem	Sec	All	Elem	Elem	Sec	All	Elem	Sec	All
S01	150	120	270	116	34	120	154	0	0	0
S02	641	399	1040	337	142	265	407	162	134	296
S03	201	138	339	110	91	138	229	0	0	0
S04	104	94	198	59	30	71	101	15	23	38
S05	88	71	159	36	29	43	72	23	28	51
S06	330	217	547	197	66	122	188	67	95	162
S07*	451	212	663	18	252	154	406	181	58	239
S08	78	49	127	24	43	47	90	11	2	13
S09	291	123	414	108	183	123	306	0	0	0
<b>All</b>	<b>2334</b>	<b>1423</b>	<b>3757</b>	<b>1005</b>	<b>870</b>	<b>1083</b>	<b>1953</b>	<b>459</b>	<b>340</b>	<b>799</b>

School	Total			Cree	English			French		
	Elem	Sec	All	Elem	Elem	Sec	All	Elem	Sec	All
S01	4.0%	3.2%	7.2%	3.1%	0.9%	3.2%	4.1%	0.0%	0.0%	0.0%
S02	17.1%	10.6%	27.7%	9.0%	3.8%	7.1%	10.8%	4.3%	3.6%	7.9%
S03	5.4%	3.7%	9.0%	2.9%	2.4%	3.7%	6.1%	0.0%	0.0%	0.0%
S04	2.8%	2.5%	5.3%	1.6%	0.8%	1.9%	2.7%	0.4%	0.6%	1.0%
S05	2.3%	1.9%	4.2%	1.0%	0.8%	1.1%	1.9%	0.6%	0.7%	1.4%
S06	8.8%	5.8%	14.6%	5.2%	1.8%	3.2%	5.0%	1.8%	2.5%	4.3%
S07*	12.0%	5.6%	17.6%	0.5%	6.7%	4.1%	10.8%	4.8%	1.5%	6.4%
S08	2.1%	1.3%	3.4%	0.6%	1.1%	1.3%	2.4%	0.3%	0.1%	0.3%
S09	7.7%	3.3%	11.0%	2.9%	4.9%	3.3%	8.1%	0.0%	0.0%	0.0%
<b>All</b>	<b>62.1%</b>	<b>37.9%</b>	<b>100.0%</b>	<b>26.8%</b>	<b>23.2%</b>	<b>28.8%</b>	<b>52.0%</b>	<b>12.2%</b>	<b>9.0%</b>	<b>21.3%</b>

\* K-4 and K-5 in English and French sectors for S07 comprise students in bilingual Cree/English or Cree/French program.

## Student Results

### Attendance

As explained previously, the data on attendance come from the annual attendance report published by the Board; they should only be considered as *indicative* of student attendance and not an accurate depiction.<sup>38</sup> Exhibit C-2 displays the average number of days of attendance per student in each school and for all schools combined, for seven school years: 2000-01 to 2006-07.<sup>39</sup> For the first four years (2000-01 to 2003-04), the data displayed are for all levels of instruction only, as a breakdown by level was not available. For the last three years (2004-05 to 2006-07), the data are displayed for all levels of instruction (All), then for kindergarten to grade 3 (K-Gr 3), grades 4 to 6 (Gr 4-6), secondary I to III (Sec 1-3) and secondary IV to V (Sec 4-5).

**Exhibit C-2: Average Days of Attendance, 2000-01 to 2006-07**

School/ Level	2000-01 to 2003-04				2004-05				
	00-01	01-02	02-03	03-04	All	K-Gr 3	Gr 4-6	Sec 1-3	Sec 4-5
S01	142	137	131	132	139	142	145	133	127
S02	151	145	145	151	158	156	161	158	158
S03	156	146	157	170	169	171	174	164	164
S04	152	159	157	161	157	168	168	144	138
S05	164	152	161	160	154	161	150	151	146
S06	181	157	159	163	161	165	165	156	146
S07	156	154	146	156	158	163	166	150	142
S08	188	162	159	164	153	165	161	139	117
S09	160	151	156	158	159	164	164	146	146
All	161	153	152	157	158	161	163	152	145

School/ Level	2005-06					2006-07				
	All	K-Gr 3	Gr 4-6	Sec 1-3	Sec 4-5	All	K-Gr 3	Gr 4-6	Sec 1-3	Sec 4-5
S01	136	128	129	151	133	119	145	139	122	122
S02	150	148	149	152	149	138	150	156	144	150
S03	155	155	160	152	147	151	164	158	157	173
S04	148	156	152	148	108	140	160	154	139	136
S05	152	151	153	151	154	156	159	157	172	170
S06	157	157	152	160	159	146	160	162	152	148
S07	146	149	149	141	136	137	160	156	140	142
S08	141	147	148	138	115	148	161	155	160	143
S09	151	146	145	169	153	144	154	152	155	155
All	148	148	148	152	142	142	157	156	147	152

<sup>38</sup> A quick perusal of the data in Exhibit C-2 reveals that the average number of days of attendance for all levels of instruction invariably falls outside the ranges displayed for each individual level of instruction. We attempted to ascertain if there was an explanation for this apparent anomaly but none could be provided. For a description of the source of the data, see text surrounding footnote 31.

<sup>39</sup> The reports provide the number of days of school and the average number of days of absence. In order to convert these data from a negative display (absence) to a positive one (attendance) we simply subtracted the number of days of absence from the number of days of school.

Exhibit C-3 displays the data in the same pattern described for Exhibit C-2 but as a percentage of 185 days of annual instruction.<sup>40</sup>

**Exhibit C-3: Percentage Attendance, 2000-01 to 2006-07**

School/ Level	2000-01 to 2003-04				2004-05				
	00-01	01-02	02-03	03-04	All	K-Gr 3	Gr 4-6	Sec 1-3	Sec 4-5
S01	77%	74%	71%	71%	75%	77%	78%	72%	69%
S02	82%	78%	78%	82%	85%	84%	87%	85%	85%
S03	84%	79%	85%	92%	91%	92%	94%	89%	89%
S04	82%	86%	85%	87%	85%	91%	91%	78%	75%
S05	89%	82%	87%	86%	83%	87%	81%	82%	79%
S06	98%	85%	86%	88%	87%	89%	89%	84%	79%
S07	84%	83%	79%	84%	85%	88%	90%	81%	77%
S08	102%	88%	86%	89%	83%	89%	87%	75%	63%
S09	86%	82%	84%	85%	86%	89%	89%	79%	79%
All	87%	83%	82%	85%	85%	87%	88%	82%	78%

School/ Level	2005-06					2006-07				
	All	K-Gr 3	Gr 4-6	Sec 1-3	Sec 4-5	All	K-Gr 3	Gr 4-6	Sec 1-3	Sec 4-5
S01	74%	69%	70%	82%	72%	64%	78%	75%	66%	66%
S02	81%	80%	81%	82%	81%	75%	81%	84%	78%	81%
S03	84%	84%	86%	82%	79%	82%	89%	85%	85%	94%
S04	80%	84%	82%	80%	58%	76%	86%	83%	75%	74%
S05	82%	82%	83%	82%	83%	84%	86%	85%	93%	92%
S06	85%	85%	82%	86%	86%	79%	86%	88%	82%	80%
S07	79%	81%	81%	76%	74%	74%	86%	84%	76%	77%
S08	76%	79%	80%	75%	62%	80%	87%	84%	86%	77%
S09	82%	79%	78%	91%	83%	78%	83%	82%	84%	84%
All	80%	80%	80%	82%	77%	77%	85%	84%	79%	82%

The following exhibit displays the percentage breakdown of the reasons reported for student absences in each school and for all schools combined, for seven school years: 2000-01 to 2006-07; in each case, the data are displayed for all levels of instruction combined, showing the percentage of absences for which specific reasons were recorded (Spec) and the percentage for which only general reasons were recorded (Gen).<sup>41</sup>

<sup>40</sup> In order to provide a common basis of comparison we then created a data display that showed attendance as a percentage of a common number of school days (185), the number of days generally offered in Québec. The same caveat regarding the accuracy of the data applies to this exhibit (see explanation in footnote 38).

<sup>41</sup> Schools record the reasons for absences using a standardized list. This list provides for sixteen specific reasons (listed below), as well as "Reason A" (authorized absences) and "Other." We decided to focus on the relative number of times that specific reasons were given, compared to the two general reasons. To do so, we combined the percentage provided in the reports for "Reason A" and "Other" and computed the remainder as the percentage of times that specific reasons were given. As the percentage of general reasons tended to predominate, we then looked at any instance where the percentage of specific was high to determine if any particular specific reason stood out.

**Specific Reasons:** in bush with parents; at clinic or hospital; sick; slept in; no baby sitter; skipping; CSB tournament; school or CSB activities; in school suspension; suspension; out of school appointment; out of school tournament; community activities; out of town with parents; wedding of funerals; and not at work placement.

**Exhibit C-4: Reasons for Student Absences, 2000-01 to 2006-07**

School	2000-01		2001-02		2002-03		2003-04		2004-05		2005-06		2006-07	
	Spec	Gen	Spec	Gen	Spec	Gen	Spec	Gen	Spec	Gen	Spec	Gen	Spec	Gen
S01	97%	3%	69%	32%	54%	46%	48%	52%	42%	58%	65%	35%	28%	72%
S02	38%	62%	40%	60%	35%	65%	24%	76%	25%	75%	30%	70%	19%	81%
S03	19%	81%	39%	61%	42%	58%	29%	71%	23%	77%	57%	43%	21%	79%
S04	49%	51%	57%	43%	53%	47%	47%	53%	38%	62%	85%	15%	38%	62%
S05	90%	10%	71%	29%	58%	42%	47%	53%	45%	55%	67%	33%	48%	52%
S06	97%	3%	97%	3%	95%	5%	62%	38%	42%	58%	57%	43%	25%	75%
S07	97%	3%	92%	8%	86%	14%	87%	13%	93%	7%	74%	26%	66%	34%
S08	94%	6%	70%	30%	88%	12%	85%	15%	78%	23%	95%	5%	97%	3%
S09	32%	68%	37%	64%	27%	73%	29%	71%	25%	75%	34%	66%	17%	83%
All	67%	33%	78%	22%	72%	28%	69%	31%	45%	55%	55%	45%	35%	65%

The following exhibit displays the number of drop-outs reported for each school and for all schools combined, for seven school years: 2000-01 to 2006-07; in each case, the data are displayed for all levels of instruction (Total), then for elementary (Elem) and secondary (Sec), showing the total student population for that level (Pop) and the number of drop-outs (Drop).<sup>42</sup>

**Exhibit C-5: Drop-Outs, 2000-01 to 2006-07**

School/ Level	2000-01						2001-02					
	Total		Elem		Sec		Total		Elem		Sec	
	Pop	Drop	Pop	Drop	Pop	Drop	Pop	Drop	Pop	Drop	Pop	Drop
S01	248	9	182	0	66	9	253	12	172	3	81	9
S02	898	65	613	7	285	58	940	50	644	8	296	42
S03	276	8	172	0	104	8	286	10	174	0	112	10
S04	177	3	118	0	59	3	181	5	114	0	67	5
S05	152	9	93	1	59	8	142	6	84	0	58	6
S06	495	13	337	1	158	12	526	20	348	0	178	20
S07	613	37	423	4	190	33	639	36	443	8	196	28
S08	122	2	93	0	29	2	136	0	96	0	40	0
S09	354	6	250	1	104	5	391	11	283	3	108	8
All	3335	152	2281	14	1054	138	3494	150	2358	22	1136	128

<sup>42</sup> The reports display the number of drop-outs at both the elementary and secondary levels of instruction as well as the total student population at the secondary level in each school and for the school as a whole. We entered the data and simply computed the total student population at the elementary level. This enabled us to construct drop-out rates in each school as a percentage of student enrolment. Some changes in the data reported for all schools were made so that they equalled the sum of all data reported by individual schools.

School/ Level	2002-03						2003-04					
	Total		Elem		Sec		Total		Elem		Sec	
	Pop	Drop	Pop	Drop	Pop	Drop	Pop	Drop	Pop	Drop	Pop	Drop
S01	252	12	179	3	73	9	259	7	184	1	75	6
S02	972	46	694	13	278	33	988	70	664	14	324	56
S03	284	10	192	0	92	10	293	8	174	0	119	8
S04	172	11	92	0	80	11	176	9	96	0	80	9
S05	139	4	21	0	118	4	144	5	48	0	96	5
S06	543	9	248	0	295	9	544	17	259	0	285	17
S07	677	12	432	3	245	9	693	77	440	5	253	72
S08	144	3	94	0	50	3	147	0	99	0	48	0
S09	413	28	288	1	125	27	415	27	296	3	119	24
All	3596	135	2240	20	1356	115	3659	220	2260	23	1399	197

School/ Level	2004-05						2005-06					
	Total		Elem		Sec		Total		Elem		Sec	
	Pop	Drop	Pop	Drop	Pop	Drop	Pop	Drop	Pop	Drop	Pop	Drop
S01	267	12	186	3	81	9	266	6	177	1	89	5
S02	961	87	656	16	305	71	992	43	676	7	316	36
S03	307	16	199	0	108	16	310	8	196	0	114	8
S04	185	10	77	0	108	10	190	7	74	0	116	7
S05	152	7	60	0	92	7	154	8	55	0	99	8
S06	557	13	284	0	273	13	538	37	263	1	275	36
S07	668	17	442	0	226	17	701	24	440	2	261	22
S08	150	3	103	0	47	3	142	4	89	1	53	3
S09	433	32	306	2	127	30	454	37	318	5	136	32
All	3680	197	2313	21	1367	176	3747	174	2288	17	1459	157

School/ Level	2006-07					
	Total		Elem		Sec	
	Pop	Drop	Pop	Drop	Pop	Drop
S01	261	17	160	0	101	17
S02	998	23	650	3	348	20
S03	321	5	145	0	176	5
S04	193	5	106	0	87	5
S05	173	7	106	0	67	7
S06	557	46	368	0	189	46
S07	664	18	439	8	225	10
S08	129	14	84	6	45	8
S09	435	39	308	6	127	33
All	3731	174	2366	23	1365	151

The following displays the above data on the number of drop-outs as a percentage of student population.

**Exhibit C-6: Drop-Out Rates in CSB Schools**

School/ Level	2000-01			2001-02			2002-03			2003-04		
	Total	Elem	Sec	Total	Elem	Sec	Total	Elem	Sec	Total	Elem	Sec
S01	4%	0%	14%	5%	2%	11%	5%	2%	12%	3%	1%	8%
S02	7%	1%	20%	5%	1%	14%	5%	2%	12%	7%	2%	17%
S03	3%	0%	8%	3%	0%	9%	4%	0%	11%	3%	0%	7%
S04	2%	0%	5%	3%	0%	7%	6%	0%	14%	5%	0%	11%
S05	6%	1%	14%	4%	0%	10%	3%	0%	3%	3%	0%	5%
S06	3%	0%	8%	4%	0%	11%	2%	0%	3%	3%	0%	6%
S07	6%	1%	17%	6%	2%	14%	2%	1%	4%	11%	1%	28%
S08	2%	0%	7%	0%	0%	0%	2%	0%	6%	0%	0%	0%
S09	2%	0%	5%	3%	1%	7%	7%	0%	22%	7%	1%	20%
All	5%	1%	13%	4%	1%	11%	4%	1%	8%	6%	1%	14%

School/ Level	2004-05			2005-06			2006-07		
	Total	Elem	Sec	Total	Elem	Sec	Total	Elem	Sec
S01	4%	2%	11%	2%	1%	6%	7%	0%	17%
S02	9%	2%	23%	4%	1%	11%	2%	0%	6%
S03	5%	0%	15%	3%	0%	7%	2%	0%	3%
S04	5%	0%	9%	4%	0%	6%	3%	0%	6%
S05	5%	0%	8%	5%	0%	8%	4%	0%	10%
S06	2%	0%	5%	7%	0%	13%	8%	0%	24%
S07	3%	0%	8%	3%	0%	8%	3%	2%	4%
S08	2%	0%	6%	3%	1%	6%	11%	7%	18%
S09	7%	1%	24%	8%	2%	24%	9%	2%	26%
All	5%	1%	13%	5%	1%	11%	5%	1%	11%

### Graduation

The following provides data about graduation in CSB and other related jurisdictions. This first exhibit displays graduation rates across Québec and in northern boards (Baie-James, Cree and Kativik) using available MELS data for four cohorts: 2001, 2000, 1999 and 1998.<sup>43</sup> The second column shows the graduation rate after five years (the number of years expected for students to complete secondary schooling). The next two columns show the rate after one additional year and the change this represents in relation to five years. Similarly, the next two columns show the rate after one further year and the change this represents in relation to five years. The final two columns display the benefit one and two additional years as the percentage increase in the graduation rate after five years.<sup>44</sup>

<sup>43</sup> These data are not available in any published report but can be found on the “Sanction des études” / “Diplomation” page of the MELS website: <http://www.mels.gouv.qc.ca/sections/res/index.asp?page=diplomation>.

<sup>44</sup> Take for example, the data for the CSB for the 1999 Cohort. After 5 years, the graduation rate was 18.9; after 6 years this number rose 7.3 points to 26.2, an increase of 38.6% (7.3÷18.9x100).

**Exhibit C-7: Comparative Graduation Rates**

School Board	5 Years	6 Years		7 Years		Percent Increase	
	Rate	Rate	Add	Rate	Add	6 Years	7 years
<b>Cohort 2001</b>							
All (Québec)	60.1						
Baie-James	48.6						
CSB	8.6						
Kativik	9.6						
<b>Cohort 00</b>							
All (Québec)	60.5	68.3	7.8			12.9%	
Baie-James	51.3	62.1	10.8			21.1%	
CSB	15.4	18.1	2.7			17.5%	
Kativik	13.1	16.8	3.7			28.2%	
<b>Cohort 99</b>							
All (Québec)	59.8	68.1	8.3	71.2	11.4	13.9%	19.1%
Baie-James	56.8	64.8	8.0	70.0	13.2	14.1%	23.2%
CSB	18.9	26.2	7.3	28.4	9.5	38.6%	50.3%
Kativik	14.7	20.0	5.3	22.6	7.9	36.1%	53.7%
<b>Cohort 98</b>							
All (Québec)	57.7	67.1	9.4	70.4	12.7	16.3%	22.0%
Baie-James	53.6	64.8	11.2	67.6	14.0	20.9%	26.1%
CSB	17.9	28.8	10.9	38.2	20.3	60.9%	113.4%
Kativik	14.4	20.3	5.9	20.9	6.5	41.0%	45.1%

The following displays data concerning the number of graduates in individual CSB schools for a period of ten years (1997-98 to 2006-07).<sup>45</sup>

**Exhibit C-8: Graduation in CSB Schools**

Year	S01	S02	S03	S04	S05	S06	S07	S08	S09	All
1998	0	2	0	0	0	0	0	0	0	2
1999	0	1	10	0	0	0	0	0	1	12
2000	3	4	3	6	13	12	14	2	17	74
2001	5	5	8	0	10	21	3	0	11	63
2002	5	8	12	1	3	17	2	0	12	60
2003	8	5	10	3	6	25	2	6	9	74
2004	4	16	12	3	8	17	15	1	8	84
2005	6	19	5	1	7	16	22	3	5	84
2006	3	8	3	4	4	12	2	5	7	48
2007	4	10	8	2	3	4	0	3	7	41
All	38	78	71	20	54	124	60	20	77	542
Average	3.8	7.8	7.1	2.0	5.4	12.4	6.0	2.0	7.7	54.2

In order to compare the relative levels of graduation in schools with large and small student populations, we computed a graduation index, as shown below in Exhibit C-9.

<sup>45</sup> The data for this exhibit were extracted from a ministry data file (Verdict\_MELS\_DB\_ImFile - all schools - from History module.xls) supplied by Gérard Poulin, Consultation Pédagogique GP.



**Exhibit C-9: The Graduation Index**

<b>School</b>	<b>Grads</b>	<b>Pop</b>	<b>Ratio</b>	<b>Index</b>
S01	38	270	0.14	0.98
S02	78	1040	0.08	0.52
S03	71	339	0.21	1.45
S04	20	198	0.10	0.70
S05	54	159	0.34	2.35
S06	124	547	0.23	1.57
S07	60	663	0.09	0.63
S08	20	127	0.16	1.09
S09	77	414	0.19	1.29
<b>Total</b>	<b>542</b>	<b>3757</b>	<b>0.14</b>	<b>1.00</b>

The number of graduates (1998-2007) displayed in the second column was taken from the MELS file summarized above in Exhibit C-8. The student population displayed in the third column was taken from data supplied by each school for 2007-08. These data obviously do not match the graduation data in terms of school years or cohorts. They are merely intended to serve as a proxy measure of relative school size. The ratio displayed in the fourth column is computed by dividing the number of graduates by the student population. The ratio for the CSB as a whole (0.14) is adopted as a norm by which to compare all schools within the Board. Thus, 0.14 is assigned a value of 1.00. The ratio of each school is then divided by 0.14 to obtain its graduation index shown in the final column.<sup>46</sup>

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<sup>46</sup> These index numbers have no absolute meaning. They simply provide a proxy comparison of the relative level of graduation in each school by applying the simple logic that if there are 200 graduates in a system whose total student population is 1 000, then this ratio (20%) becomes the norm. Applying this norm, one would expect 20 graduates in a school with 100 students. If this school had only 10 graduates, it would be assigned an index of 0.5; if it had 40 graduates, it would be assigned an index of 2.00.

## Curricular Subjects

This section provides data on student results in the 32 'core' secondary subjects at the secondary IV and V levels selected for analysis, beginning with a listing of these subjects in the English and French streams of instruction.

**Exhibit C-10: Core Secondary Subjects**

<b>Subject Areas</b>	<b>English Stream</b>	<b>French Stream</b>
Cree Language & Culture (8)	Cree Mother Tongue IV	Crie langue maternelle IV
	Cree Mother Tongue V	Crie langue maternelle V
	Cree Culture IV	Culture crie IV
	Cree Culture V	Culture crie V
English (4)	English Language Arts IV	
	English Language Arts V	
	English second-language IV <sup>47</sup>	
	English second-language V <sup>47</sup>	
French (4)		Français langue maternelle IV <sup>47</sup>
		Français langue maternelle V <sup>47</sup>
		Français langue seconde IV
		Français langue seconde V
History (2)	History of Québec and Canada	Histoire du Québec et Canada
Math (10)	Mathematics 416	Mathématique 416
	Mathematics 426	Mathématique 426
	Mathematics 436	Mathématique 436
	Mathematics 516	Mathématique 516
	Mathematics 536	Mathématique 536
Science (4)	Physical Science 416	Sciences physiques 436
	Physical Science 436	Sciences physiques 436

<sup>47</sup> English and French second-language courses are taken by students in both streams.

The following exhibit displays the number of students (N), average marks (Avg) and success rates (Suc) by school and year for the totality of the subjects listed in the above exhibit.<sup>48</sup>

**Exhibit C-11: Average Marks and Success Rates By School and Year**

Year	S01			S02			S03		
	N	Avg	Pass	N	Avg	Pass	N	Avg	Pass
1994	0	NA	NA	0	NA	NA	6	17%	17%
1995	0	NA	NA	0	NA	NA	12	50%	50%
1996	6	50%	50%	6	50%	50%	20	20%	20%
1997	9	22%	22%	30	50%	50%	115	43%	43%
1998	17	47%	47%	70	64%	64%	180	43%	43%
1999	46	57%	57%	78	59%	59%	178	60%	60%
2000	72	67%	67%	155	50%	50%	240	42%	42%
2001	53	74%	74%	176	64%	64%	205	59%	59%
2002	126	67%	67%	243	53%	53%	177	58%	58%
2003	97	86%	86%	188	51%	51%	150	89%	89%
2004	124	69%	69%	275	65%	65%	143	71%	71%
2005	82	56%	56%	216	59%	59%	122	57%	57%
2006	89	46%	46%	368	40%	40%	133	67%	67%
2007	45	42%	42%	196	55%	55%	72	64%	64%
All	766	63%	63%	2001	54%	54%	1753	57%	57%

Year	S04			S05			S06		
	N	Avg	Pass	N	Avg	Pass	N	Avg	Pass
1994	0	NA	NA	0	NA	NA	0	NA	NA
1995	0	NA	NA	0	NA	NA	0	NA	NA
1996	0	NA	NA	0	NA	NA	8	38%	38%
1997	6	0%	0%	24	42%	42%	9	56%	56%
1998	10	70%	70%	11	45%	45%	57	47%	47%
1999	47	70%	70%	170	76%	76%	130	47%	47%
2000	80	49%	49%	154	85%	85%	379	65%	65%
2001	58	31%	31%	144	71%	71%	275	75%	75%
2002	101	31%	31%	108	78%	78%	501	80%	80%
2003	93	39%	39%	187	71%	71%	384	66%	66%
2004	127	26%	26%	170	68%	68%	331	66%	66%
2005	106	50%	50%	124	53%	53%	250	64%	64%
2006	93	56%	56%	139	58%	58%	287	58%	58%
2007	40	43%	43%	61	30%	30%	223	43%	43%
All	761	42%	42%	1292	68%	68%	2834	65%	65%

<sup>48</sup> The base data for the exhibits on course results were extracted from a ministry data file (Marks\_MELS\_DB\_ImFile - all schools - from History module.xls) supplied by Gérard Poulin, Consultation Pédagogique GP. The data shown in the exhibits on course marks were computed by data functions written for the purpose of this analysis (e.g. average mark in a given subject).

Year	S07			S08			S09		
	N	Avg	Pass	N	Avg	Pass	N	Avg	Pass
1994	0	NA	NA	0	NA	NA	0	NA	NA
1995	0	NA	NA	0	NA	NA	0	NA	NA
1996	0	NA	NA	0	NA	NA	0	NA	NA
1997	9	78%	78%	0	NA	NA	4	25%	25%
1998	25	40%	40%	18	61%	61%	74	45%	45%
1999	134	72%	72%	17	59%	59%	171	60%	60%
2000	269	81%	81%	14	36%	36%	209	75%	75%
2001	111	68%	68%	0	NA	NA	210	74%	74%
2002	136	70%	70%	32	100%	100%	192	51%	51%
2003	336	44%	44%	84	75%	75%	170	65%	65%
2004	362	75%	75%	88	69%	69%	183	64%	64%
2005	486	58%	58%	73	60%	60%	135	56%	56%
2006	370	35%	35%	69	67%	67%	213	40%	40%
2007	324	19%	19%	35	63%	63%	72	67%	67%
All	2562	55%	55%	430	68%	68%	1633	60%	60%

The following exhibit displays the results in each of the 32 subjects retained for analysis for each school of the Board; each segment of the exhibit displays the data for one school, first for all years (1994-2007) and then for 2006-07.<sup>49</sup>

**Exhibit C-12: Course Results by Subject**

Course	S01, All Years				S01, 2006-07			
	N	Avg	Suc	Pass	N	Avg	Suc	Pass
Cree Mother Tongue IV	102	65%	76%	78	19	52%	53%	10
Cree Mother Tongue V	61	69%	79%	48	6	59%	67%	4
Cree Culture IV	0	NA	NA	NA	0	NA	NA	NA
Cree Culture V	0	NA	NA	NA	0	NA	NA	NA
Crie langue maternelle IV	0	NA	NA	NA	0	NA	NA	NA
Crie langue maternelle V	0	NA	NA	NA	0	NA	NA	NA
Culture crie IV	0	NA	NA	NA	0	NA	NA	NA
Culture crie V	0	NA	NA	NA	0	NA	NA	NA
English Language Arts IV	92	44%	42%	39	0	NA	NA	NA
English Language Arts V	54	52%	57%	31	0	NA	NA	NA
English second-language IV	0	NA	NA	NA	0	NA	NA	NA
English second-language V	0	NA	NA	NA	0	NA	NA	NA
Français langue maternelle IV	0	NA	NA	NA	0	NA	NA	NA
Français langue maternelle V	0	NA	NA	NA	0	NA	NA	NA
Français langue seconde IV	0	NA	NA	NA	0	NA	NA	NA
Français langue seconde V	3	58%	67%	2	0	NA	NA	NA
History of Québec and Canada	96	61%	70%	67	20	45%	25%	5
Histoire du Québec et Canada	0	NA	NA	NA	0	NA	NA	NA
Mathematics 416	88	52%	51%	45	0	NA	NA	NA
Mathematics 426	0	NA	NA	NA	0	NA	NA	NA
Mathematics 436	1	0%	0%	0	0	NA	NA	NA
Mathematics 514	49	59%	65%	32	0	NA	NA	NA
Mathematics 536	2	60%	50%	1	0	NA	NA	NA
Mathématique 416	0	NA	NA	NA	0	NA	NA	NA
Mathématique 426	0	NA	NA	NA	0	NA	NA	NA
Mathématique 436	0	NA	NA	NA	0	NA	NA	NA
Mathématique 514	0	NA	NA	NA	0	NA	NA	NA
Mathématique 536	0	NA	NA	NA	0	NA	NA	NA
Physical Science 416	218	58%	65%	141	0	NA	NA	NA
Physical Science 436	0	NA	NA	NA	0	NA	NA	NA
Sciences physiques 416	0	NA	NA	NA	0	NA	NA	NA
Sciences physiques 436	0	NA	NA	NA	0	NA	NA	NA
All Courses	766	57%	63%	484	45	50%	42%	19

<sup>49</sup> Once again, N=the number of students; Avg=the average mark; and Suc=the success rate.

Course	S02, All Years				S02, 2006-07			
	N	Avg	Suc	Pass	N	Avg	Suc	Pass
Cree Mother Tongue IV	132	65%	80%	106	27	62%	78%	21
Cree Mother Tongue V	87	75%	94%	82	19	74%	89%	17
Cree Culture IV	0	NA	NA	NA	0	NA	NA	NA
Cree Culture V	0	NA	NA	NA	0	NA	NA	NA
Crie langue maternelle IV	80	71%	83%	66	9	75%	89%	8
Crie langue maternelle V	42	76%	90%	38	8	66%	100%	8
Culture crie IV	0	NA	NA	NA	0	NA	NA	NA
Culture crie V	0	NA	NA	NA	0	NA	NA	NA
English Language Arts IV	130	45%	44%	57	0	NA	NA	NA
English Language Arts V	80	60%	71%	57	3	55%	33%	1
English second-language IV	7	81%	100%	7	0	NA	NA	NA
English second-language V	1	92%	100%	1	0	NA	NA	NA
Français langue maternelle IV	204	46%	40%	82	0	NA	NA	NA
Français langue maternelle V	52	67%	79%	41	0	NA	NA	NA
Français langue seconde IV	23	36%	30%	7	0	NA	NA	NA
Français langue seconde V	83	52%	46%	38	33	42%	24%	8
History of Québec and Canada	170	58%	59%	100	47	53%	36%	17
Histoire du Québec et Canada	86	60%	62%	53	16	60%	56%	9
Mathematics 416	60	42%	32%	19	7	42%	29%	2
Mathematics 426	0	NA	NA	NA	0	NA	NA	NA
Mathematics 436	99	40%	36%	36	0	NA	NA	NA
Mathematics 514	29	37%	41%	12	0	NA	NA	NA
Mathematics 536	0	NA	NA	NA	0	NA	NA	NA
Mathématique 416	87	42%	34%	30	1	69%	100%	1
Mathématique 426	0	NA	NA	NA	0	NA	NA	NA
Mathématique 436	28	59%	68%	19	0	NA	NA	NA
Mathématique 514	17	73%	94%	16	0	NA	NA	NA
Mathématique 536	3	62%	33%	1	0	NA	NA	NA
Physical Science 416	330	49%	40%	132	18	53%	67%	12
Physical Science 436	0	NA	NA	NA	0	NA	NA	NA
Sciences physiques 416	167	50%	49%	82	8	44%	50%	4
Sciences physiques 436	4	70%	75%	3	0	NA	NA	NA
All Courses	2001	54%	54%	1085	196	56%	55%	108

Course	S03, All Years				S03, 2006-07			
	N	Avg	Suc	Pass	N	Avg	Suc	Pass
Cree Mother Tongue IV	198	63%	77%	152	19	68%	84%	16
Cree Mother Tongue V	116	69%	84%	97	10	63%	80%	8
Cree Culture IV	0	NA	NA	NA	0	NA	NA	NA
Cree Culture V	0	NA	NA	NA	0	NA	NA	NA
Crie langue maternelle IV	0	NA	NA	NA	0	NA	NA	NA
Crie langue maternelle V	0	NA	NA	NA	0	NA	NA	NA
Culture crie IV	0	NA	NA	NA	0	NA	NA	NA
Culture crie V	0	NA	NA	NA	0	NA	NA	NA
English Language Arts IV	196	56%	60%	118	0	NA	NA	NA
English Language Arts V	121	57%	66%	80	9	37%	11%	1
English second-language IV	0	NA	NA	NA	0	NA	NA	NA
English second-language V	0	NA	NA	NA	0	NA	NA	NA
Français langue maternelle IV	0	NA	NA	NA	0	NA	NA	NA
Français langue maternelle V	0	NA	NA	NA	0	NA	NA	NA
Français langue seconde IV	75	46%	36%	27	0	NA	NA	NA
Français langue seconde V	66	66%	67%	44	0	NA	NA	NA
History of Québec and Canada	218	53%	46%	101	26	61%	69%	18
Histoire du Québec et Canada	33	51%	52%	17	0	NA	NA	NA
Mathematics 416	183	48%	45%	82	5	16%	0%	0
Mathematics 426	0	NA	NA	NA	0	NA	NA	NA
Mathematics 436	0	NA	NA	NA	0	NA	NA	NA
Mathematics 514	99	56%	60%	59	3	73%	100%	3
Mathematics 536	0	NA	NA	NA	0	NA	NA	NA
Mathématique 416	0	NA	NA	NA	0	NA	NA	NA
Mathématique 426	0	NA	NA	NA	0	NA	NA	NA
Mathématique 436	0	NA	NA	NA	0	NA	NA	NA
Mathématique 514	0	NA	NA	NA	0	NA	NA	NA
Mathématique 536	0	NA	NA	NA	0	NA	NA	NA
Physical Science 416	448	53%	51%	229	0	NA	NA	NA
Physical Science 436	0	NA	NA	NA	0	NA	NA	NA
Sciences physiques 416	0	NA	NA	NA	0	NA	NA	NA
Sciences physiques 436	0	NA	NA	NA	0	NA	NA	NA
All Courses	1753	56%	57%	1006	72	57%	64%	46

Course	S04, All Years				S04, 2006-07			
	N	Avg	Suc	Pass	N	Avg	Suc	Pass
Cree Mother Tongue IV	40	51%	55%	22	10	43%	20%	2
Cree Mother Tongue V	22	63%	73%	16	5	46%	40%	2
Cree Culture IV	0	NA	NA	NA	0	NA	NA	NA
Cree Culture V	0	NA	NA	NA	0	NA	NA	NA
Crie langue maternelle IV	40	54%	53%	21	3	67%	67%	2
Crie langue maternelle V	19	63%	63%	12	2	56%	0%	0
Culture crie IV	0	NA	NA	NA	0	NA	NA	NA
Culture crie V	0	NA	NA	NA	0	NA	NA	NA
English Language Arts IV	37	44%	35%	13	0	NA	NA	NA
English Language Arts V	17	56%	71%	12	2	38%	50%	1
English second-language IV	32	45%	44%	14	0	NA	NA	NA
English second-language V	13	58%	62%	8	0	NA	NA	NA
Français langue maternelle IV	91	40%	32%	29	0	NA	NA	NA
Français langue maternelle V	20	46%	30%	6	0	NA	NA	NA
Français langue seconde IV	22	48%	50%	11	0	NA	NA	NA
Français langue seconde V	18	62%	61%	11	0	NA	NA	NA
History of Québec and Canada	68	41%	31%	21	15	50%	47%	7
Histoire du Québec et Canada	38	48%	50%	19	3	69%	100%	3
Mathematics 416	24	41%	33%	8	0	NA	NA	NA
Mathematics 426	0	NA	NA	NA	0	NA	NA	NA
Mathematics 436	8	49%	50%	4	0	NA	NA	NA
Mathematics 514	5	63%	80%	4	0	NA	NA	NA
Mathematics 536	0	NA	NA	NA	0	NA	NA	NA
Mathématique 416	29	36%	28%	8	0	NA	NA	NA
Mathématique 426	0	NA	NA	NA	0	NA	NA	NA
Mathématique 436	4	36%	25%	1	0	NA	NA	NA
Mathématique 514	9	53%	56%	5	0	NA	NA	NA
Mathématique 536	0	NA	NA	NA	0	NA	NA	NA
Physical Science 416	96	38%	41%	39	0	NA	NA	NA
Physical Science 436	0	NA	NA	NA	0	NA	NA	NA
Sciences physiques 416	109	43%	32%	35	0	NA	NA	NA
Sciences physiques 436	0	NA	NA	NA	0	NA	NA	NA
All Courses	761	46%	42%	319	40	50%	43%	17



Course	S05, All Years				S05, 2006-07			
	N	Avg	Suc	Pass	N	Avg	Suc	Pass
Cree Mother Tongue IV	53	59%	62%	33	6	67%	50%	3
Cree Mother Tongue V	38	74%	87%	33	3	74%	67%	2
Cree Culture IV	0	NA	NA	NA	0	NA	NA	NA
Cree Culture V	0	NA	NA	NA	0	NA	NA	NA
Crie langue maternelle IV	66	58%	64%	42	6	54%	33%	2
Crie langue maternelle V	40	76%	90%	36	5	64%	60%	3
Culture crie IV	0	NA	NA	NA	0	NA	NA	NA
Culture crie V	0	NA	NA	NA	0	NA	NA	NA
English Language Arts IV	50	44%	44%	22	0	NA	NA	NA
English Language Arts V	40	58%	73%	29	3	58%	67%	2
English second-language IV	76	62%	75%	57	0	NA	NA	NA
English second-language V	42	68%	71%	30	0	NA	NA	NA
Français langue maternelle IV	148	55%	65%	96	0	NA	NA	NA
Français langue maternelle V	61	72%	93%	57	0	NA	NA	NA
Français langue seconde IV	21	50%	52%	11	0	NA	NA	NA
Français langue seconde V	81	65%	69%	56	0	NA	NA	NA
History of Québec and Canada	65	45%	38%	25	18	23%	6%	1
Histoire du Québec et Canada	78	56%	56%	44	16	47%	31%	5
Mathematics 416	39	61%	62%	24	1	29%	0%	0
Mathematics 426	0	NA	NA	NA	0	NA	NA	NA
Mathematics 436	38	62%	71%	27	0	NA	NA	NA
Mathematics 514	0	NA	NA	NA	0	NA	NA	NA
Mathematics 536	0	NA	NA	NA	0	NA	NA	NA
Mathématique 416	51	57%	61%	31	0	NA	NA	NA
Mathématique 426	0	NA	NA	NA	0	NA	NA	NA
Mathématique 436	39	59%	62%	24	0	NA	NA	NA
Mathématique 514	0	NA	NA	NA	0	NA	NA	NA
Mathématique 536	3	56%	67%	2	0	NA	NA	NA
Physical Science 416	113	64%	78%	88	1	14%	0%	0
Physical Science 436	0	NA	NA	NA	0	NA	NA	NA
Sciences physiques 416	150	62%	71%	107	2	30%	0%	0
Sciences physiques 436	0	NA	NA	NA	0	NA	NA	NA
All Courses	1292	60%	68%	874	61	45%	30%	18

Course	S06, All Years				S06, 2006-07			
	N	Avg	Suc	Pass	N	Avg	Suc	Pass
Cree Mother Tongue IV	126	61%	73%	92	21	63%	76%	126
Cree Mother Tongue V	88	71%	95%	84	13	73%	100%	88
Cree Culture IV	0	NA	NA	NA	0	NA	NA	0
Cree Culture V	0	NA	NA	NA	0	NA	NA	0
Crie langue maternelle IV	135	70%	93%	126	22	71%	82%	135
Crie langue maternelle V	75	73%	99%	74	5	76%	100%	75
Culture crie IV	0	NA	NA	NA	0	NA	NA	0
Culture crie V	0	NA	NA	NA	0	NA	NA	0
English Language Arts IV	112	55%	63%	70	0	NA	NA	112
English Language Arts V	88	69%	83%	73	4	50%	50%	88
English second-language IV	101	61%	67%	68	1	87%	100%	101
English second-language V	68	66%	78%	53	0	NA	NA	68
Français langue maternelle IV	323	58%	65%	211	0	NA	NA	323
Français langue maternelle V	115	60%	74%	85	0	NA	NA	115
Français langue seconde IV	29	44%	34%	10	0	NA	NA	29
Français langue seconde V	221	59%	64%	141	10	37%	10%	221
History of Québec and Canada	152	61%	72%	110	28	49%	39%	152
Histoire du Québec et Canada	150	59%	59%	88	26	47%	27%	150
Mathematics 416	65	58%	58%	38	3	23%	0%	65
Mathematics 426	0	NA	NA	NA	0	NA	NA	0
Mathematics 436	78	49%	47%	37	0	NA	NA	78
Mathematics 514	0	NA	NA	NA	0	NA	NA	0
Mathematics 536	0	NA	NA	NA	0	NA	NA	0
Mathématique 416	79	54%	46%	36	0	NA	NA	79
Mathématique 426	0	NA	NA	NA	0	NA	NA	0
Mathématique 436	69	50%	49%	34	0	NA	NA	69
Mathématique 514	0	NA	NA	NA	0	NA	NA	0
Mathématique 536	0	NA	NA	NA	0	NA	NA	0
Physical Science 416	377	55%	56%	210	70	43%	19%	377
Physical Science 436	0	NA	NA	NA	0	NA	NA	0
Sciences physiques 416	381	57%	53%	202	20	46%	40%	381
Sciences physiques 436	2	32%	0%	0	0	NA	NA	2
All Courses	2834	59%	65%	1842	223	51%	43%	2834

Course	S07, All Years				S07, 2006-07			
	N	Avg	Suc	Pass	N	Avg	Suc	Pass
Cree Mother Tongue IV	1	66%	100%	1	0	NA	NA	NA
Cree Mother Tongue V	0	NA	NA	NA	0	NA	NA	NA
Cree Culture IV	125	64%	71%	89	0	NA	NA	NA
Cree Culture V	62	75%	94%	58	0	NA	NA	NA
Crie langue maternelle IV	0	NA	NA	NA	0	NA	NA	NA
Crie langue maternelle V	0	NA	NA	NA	0	NA	NA	NA
Culture crie IV	7	41%	14%	1	0	NA	NA	NA
Culture crie V	18	79%	100%	18	0	NA	NA	NA
English Language Arts IV	154	41%	40%	61	28	26%	14%	4
English Language Arts V	88	57%	70%	62	0	NA	NA	NA
English second-language IV	173	59%	71%	123	63	40%	38%	24
English second-language V	65	66%	83%	54	0	NA	NA	NA
Français langue maternelle IV	196	50%	53%	104	51	33%	18%	9
Français langue maternelle V	111	53%	57%	63	23	30%	22%	5
Français langue seconde IV	146	50%	50%	73	28	41%	21%	6
Français langue seconde V	280	66%	76%	214	0	NA	NA	NA
History of Québec and Canada	145	47%	49%	71	30	33%	13%	4
Histoire du Québec et Canada	64	49%	52%	33	26	33%	23%	6
Mathematics 416	156	48%	42%	66	28	24%	0%	0
Mathematics 426	50	24%	6%	3	17	20%	6%	1
Mathematics 436	49	59%	73%	36	0	NA	NA	NA
Mathematics 514	0	NA	NA	NA	0	NA	NA	NA
Mathematics 536	0	NA	NA	NA	0	NA	NA	NA
Mathématique 416	56	44%	41%	23	14	25%	0%	0
Mathématique 426	10	27%	0%	0	10	27%	0%	0
Mathématique 436	22	49%	45%	10	0	NA	NA	NA
Mathématique 514	0	NA	NA	NA	0	NA	NA	NA
Mathématique 536	0	NA	NA	NA	0	NA	NA	NA
Physical Science 416	414	44%	33%	136	2	69%	100%	2
Physical Science 436	11	59%	55%	6	0	NA	NA	NA
Sciences physiques 416	137	55%	53%	72	4	64%	50%	2
Sciences physiques 436	22	69%	91%	20	0	NA	NA	NA
All Courses	2562	53%	55%	1397	324	33%	19%	63

Course	S08, All Years				S08, 2006-07			
	N	Avg	Suc	Pass	N	Avg	Suc	Pass
Cree Mother Tongue IV	37	67%	81%	30	3	78%	100%	3
Cree Mother Tongue V	31	63%	68%	21	7	46%	29%	2
Cree Culture IV	0	NA	NA	NA	0	NA	NA	NA
Cree Culture V	0	NA	NA	NA	0	NA	NA	NA
Crie langue maternelle IV	8	55%	50%	4	0	NA	NA	NA
Crie langue maternelle V	6	65%	83%	5	3	59%	67%	2
Culture crie IV	0	NA	NA	NA	0	NA	NA	NA
Culture crie V	0	NA	NA	NA	0	NA	NA	NA
English Language Arts IV	35	61%	71%	25	0	NA	NA	NA
English Language Arts V	27	57%	56%	15	3	69%	100%	3
English second-language IV	7	73%	100%	7	0	NA	NA	NA
English second-language V	3	58%	33%	1	0	NA	NA	NA
Français langue maternelle IV	16	60%	75%	12	0	NA	NA	NA
Français langue maternelle V	0	NA	NA	NA	0	NA	NA	NA
Français langue seconde IV	6	61%	67%	4	0	NA	NA	NA
Français langue seconde V	58	68%	76%	44	5	62%	60%	3
History of Québec and Canada	38	64%	74%	28	4	77%	100%	4
Histoire du Québec et Canada	10	68%	80%	8	0	NA	NA	NA
Mathematics 416	15	62%	73%	11	0	NA	NA	NA
Mathematics 426	12	56%	50%	6	0	NA	NA	NA
Mathematics 436	21	57%	67%	14	0	NA	NA	NA
Mathematics 514	7	59%	86%	6	0	NA	NA	NA
Mathematics 536	1	63%	100%	1	0	NA	NA	NA
Mathématique 416	3	62%	67%	2	0	NA	NA	NA
Mathématique 426	3	64%	67%	2	0	NA	NA	NA
Mathématique 436	0	NA	NA	NA	0	NA	NA	NA
Mathématique 514	8	36%	25%	2	0	NA	NA	NA
Mathématique 536	0	NA	NA	NA	0	NA	NA	NA
Physical Science 416	61	55%	57%	35	4	45%	25%	1
Physical Science 436	0	NA	NA	NA	0	NA	NA	NA
Sciences physiques 416	17	50%	65%	11	6	47%	67%	4
Sciences physiques 436	0	NA	NA	NA	0	NA	NA	NA
All Courses	430	61%	68%	294	35	58%	63%	22

Course	S09, All Years				S09, 2006-07			
	N	Avg	Suc	Pass	N	Avg	Suc	Pass
Cree Mother Tongue IV	91	67%	79%	72	15	66%	67%	10
Cree Mother Tongue V	45	78%	98%	44	4	76%	100%	4
Cree Culture IV	1	46%	0%	0	0	NA	NA	NA
Cree Culture V	0	NA	NA	NA	0	NA	NA	NA
Crie langue maternelle IV	82	69%	82%	67	0	NA	NA	NA
Crie langue maternelle V	51	81%	98%	50	6	84%	100%	6
Culture crie IV	0	NA	NA	NA	0	NA	NA	NA
Culture crie V	0	NA	NA	NA	0	NA	NA	NA
English Language Arts IV	82	51%	50%	41	0	NA	NA	NA
English Language Arts V	47	69%	89%	42	2	50%	50%	1
English second-language IV	0	NA	NA	NA	0	NA	NA	NA
English second-language V	6	77%	100%	6	0	NA	NA	NA
Français langue maternelle IV	182	60%	65%	119	0	NA	NA	NA
Français langue maternelle V	80	66%	80%	64	0	NA	NA	NA
Français langue seconde IV	20	55%	70%	14	0	NA	NA	NA
Français langue seconde V	72	51%	50%	36	10	46%	40%	4
History of Québec and Canada	100	52%	46%	46	19	56%	47%	9
Histoire du Québec et Canada	77	65%	77%	59	2	54%	0%	0
Mathematics 416	75	50%	44%	33	0	NA	NA	NA
Mathematics 426	1	0%	0%	0	0	NA	NA	NA
Mathematics 436	39	62%	77%	30	0	NA	NA	NA
Mathematics 514	3	70%	100%	3	0	NA	NA	NA
Mathematics 536	0	NA	NA	NA	0	NA	NA	NA
Mathématique 416	73	56%	49%	36	0	NA	NA	NA
Mathématique 426	0	NA	NA	NA	0	NA	NA	NA
Mathématique 436	51	49%	51%	26	0	NA	NA	NA
Mathématique 514	7	53%	43%	3	0	NA	NA	NA
Mathématique 536	0	NA	NA	NA	0	NA	NA	NA
Physical Science 416	222	51%	34%	75	6	64%	100%	6
Physical Science 436	0	NA	NA	NA	0	NA	NA	NA
Sciences physiques 416	226	54%	51%	115	8	72%	100%	8
Sciences physiques 436	0	NA	NA	NA	0	NA	NA	NA
All Courses	1633	59%	60%	981	72	62%	67%	48

The following exhibit displays the comparison of CSB course results in eight subjects with the results obtained in all school boards in Québec (except Cree and Kativik).<sup>50</sup>

**Exhibit C-13: Comparison with Provincial Norms**

Course	1997				2000			
	Average		Success		Average		Success	
	CSB	QC	CSB	QC	CSB	QC	CSB	QC
English Language Arts V	54%	72%	50%	94%	65%	72%	79%	94%
English second-language V	NA	74%	NA	87%	69%	80%	86%	96%
Français langue maternelle V	NA	74%	NA	93%	64%	73%	82%	92%
Français langue seconde V	64%	79%	75%	96%	75%	76%	83%	92%
History of Québec and Canada	45%	67%	15%	73%	56%	69%	62%	78%
Mathematics 436	63%		50%		56%		62%	
Mathematics 514	11%		0%		52%		52%	
Physical Science 416	46%	65%	32%	85%	52%	73%	48%	84%
All Subjects	48%	71%	28%	82%	59%	74%	64%	87%

Course	2003				2006			
	Average		Success		Average		Success	
	CSB	QC	CSB	QC	CSB	QC	CSB	QC
English Language Arts V	66%	73%	83%	93%	47%	73%	43%	93%
English second-language V	73%	78%	88%	91%	52%	80%	46%	94%
Français langue maternelle V	54%	68%	58%	81%	45%	70%	20%	84%
Français langue seconde V	64%	74%	66%	90%	54%	77%	52%	93%
History of Québec and Canada	62%	70%	75%	80%	54%	69%	53%	76%
Mathematics 436	52%	69%	49%	76%	18%	65%	5%	69%
Mathematics 514	62%	67%	79%	76%	48%	70%	44%	81%
Physical Science 416	56%	70%	55%	79%	45%	69%	31%	77%
All Subjects	59%	72%	64%	82%	48%	71%	40%	81%

The following exhibit displays the relative success of students in selected secondary IV and V exams in each school in 2006-07. In each case, the following data are displayed: **Course**: the list of courses selected for analysis; **Mark**: the first two columns display the number of students for whom a mark was entered and the percentage this number represents in relation to the population considered (see Pop); **Pass**: the next two columns display the number of students who passed the exam and the percentage this number represents in relation to the population considered (see Pop); **Pop**: the number of students in the **target** population considered as a reference group for the course (see note under exhibit); in all cases, this number equals the number of students in the June census of students in June 2007.<sup>51</sup>

<sup>50</sup> The data for all other school boards were taken from a spreadsheet version of the course marks published annually by the Ministry (e.g. MELS, 2007); see the "Sanction des études" / "Résultats aux épreuves uniques de juin 2006" page of the MELS website: <http://www.mels.gouv.qc.ca/sections/res/>; the source of data for the CSB is the same as that used for other exhibits on course marks (see footnote 48).

<sup>51</sup> The number and percentage of students listed under Mark and Pass come from the same source as that used for other exhibits on course marks (see footnote 48); the total population data are taken from the annual June census of student population as supplied by Gérard Poulin, Consultation Pédagogique GP. As stated in the report, these data are only meant to provide a **proxy** measure of student success. They are not intended to portray an exact picture of results; hence, anomalies in the data (e.g. when the percentage of students who pass is greater than the total number of students) should be ignored.

**Exhibit C-14: Comparative Pass Rates in Selected Core Subjects, 2006-07**

Course	All Schools					S01				
	Mark		Pass		Pop	Mark		Pass		Pop
	N	%	N	%		N	%	N	%	
Cree IV	120	83%	81	56%	144	19	106%	10	56%	18
English IV	28	19%	4	3%	144	0	0%	0	0%	18
History QC-Can	207	144%	76	53%	144	20	111%	5	28%	18
Math 416	44	31%	2	1%	144	0	0%	0	0%	18
Crie IV	40	62%	30	46%	65	0	NA	0	NA	0
Français IV	51	78%	9	14%	65	0	NA	0	NA	0
Histoire QC-Can	89	137%	30	46%	65	0	NA	0	NA	0
Mathématique 416	15	23%	1	2%	65	0	NA	0	NA	0
English s-I IV	64	31%	25	12%	209	0	0%	0	0%	18
Français l-s IV	28	13%	6	3%	209	0	0%	0	0%	18
Cree V	67	60%	52	47%	111	6	75%	4	50%	8
English V	26	23%	11	10%	111	0	0%	0	0%	8
Mathematics 514	3	3%	3	3%	111	0	0%	0	0%	8
Crie V	29	63%	24	52%	46	0	NA	NA	NA	0
Français V	23	50%	5	11%	46	0	NA	NA	NA	0
Mathématique 514	0	0%	0	0%	46	0	NA	NA	NA	0
English V	0	0%	0	0%	157	0	0%	0	0%	8
Français l-s V	58	37%	16	10%	157	0	0%	0	0%	8

Course	S02					S03				
	Mark		Pass		Pop	Mark		Pass		Pop
	N	%	N	%		N	%	N	%	
Cree IV	27	104%	21	81%	26	19	100%	16	84%	19
English IV	0	0%	0	0%	26	0	0%	0	0%	19
History QC-Can	47	181%	17	65%	26	26	137%	18	95%	19
Math 416	7	27%	2	8%	26	5	26%	0	0%	19
Crie IV	9	60%	8	53%	15	0	NA	0	NA	0
Français IV	0	0%	0	0%	15	0	NA	0	NA	0
Histoire QC-Can	16	107%	9	60%	15	0	NA	0	NA	0
Mathématique 416	1	7%	1	7%	15	0	NA	0	NA	0
English s-I IV	0	0%	0	0%	41	0	0%	0	0%	19
Français l-s IV	0	0%	0	0%	41	0	0%	0	0%	19
Cree V	19	86%	17	77%	22	10	67%	8	53%	15
English V	3	14%	1	5%	22	9	60%	1	7%	15
Mathematics 514	0	0%	0	0%	22	3	20%	3	20%	15
Crie V	8	89%	8	89%	9	0	NA	NA	NA	0
Français V	0	0%	0	0%	9	0	NA	NA	NA	0
Mathématique 514	0	0%	0	0%	9	0	NA	NA	NA	0
English V	0	0%	0	0%	31	0	0%	0	0%	15
Français l-s V	33	106%	8	26%	31	0	0%	0	0%	15

Course	S04					S05				
	Mark		Pass		Pop	Mark		Pass		Pop
	N	%	N	%		N	%	N	%	
Cree IV	10	100%	2	20%	10	6	100%	3	50%	6
English IV	0	0%	0	0%	10	0	0%	0	0%	6
History QC-Can	15	150%	7	70%	10	18	300%	1	17%	6
Math 416	0	0%	0	0%	10	1	17%	0	0%	6
Crie IV	3	100%	2	67%	3	6	100%	2	33%	6
Français IV	0	0%	0	0%	3	0	0%	0	0%	6
Histoire QC-Can	3	100%	3	100%	3	16	267%	5	83%	6
Mathématique 416	0	0%	0	0%	3	0	0%	0	0%	6
English s-l IV	0	0%	0	0%	13	0	0%	0	0%	12
Français l-s IV	0	0%	0	0%	13	0	0%	0	0%	12
Cree V	5	71%	2	29%	7	3	50%	2	33%	6
English V	2	29%	1	14%	7	3	50%	2	33%	6
Mathematics 514	0	0%	0	0%	7	0	0%	0	0%	6
Crie V	2	67%	0	0%	3	5	71%	3	43%	7
Français V	0	0%	0	0%	3	0	0%	0	0%	7
Mathématique 514	0	0%	0	0%	3	0	0%	0	0%	7
English V	0	0%	0	0%	10	0	0%	0	0%	13
Français l-s V	0	0%	0	0%	10	0	0%	0	0%	13

Course	S06					S07				
	Mark		Pass		Pop	Mark		Pass		Pop
	N	%	N	%		N	%	N	%	
Cree IV	21	111%	16	84%	19	0	0%	0	0%	34
English IV	0	0%	0	0%	19	28	82%	4	12%	34
History QC-Can	28	147%	11	58%	19	30	88%	4	12%	34
Math 416	3	16%	0	0%	19	28	82%	0	0%	34
Crie IV	22	110%	18	90%	20	0	0%	0	0%	15
Français IV	0	0%	0	0%	20	51	340%	9	60%	15
Histoire QC-Can	26	130%	7	35%	20	26	173%	6	40%	15
Mathématique 416	0	0%	0	0%	20	14	93%	0	0%	15
English s-l IV	1	3%	1	3%	39	63	129%	24	49%	49
Français l-s IV	0	0%	0	0%	39	28	57%	6	12%	49
Cree V	13	118%	13	118%	11	0	0%	0	0%	30
English V	4	36%	2	18%	11	0	0%	0	0%	30
Mathematics 514	0	0%	0	0%	11	0	0%	0	0%	30
Crie V	5	100%	5	100%	5	0	0%	0	0%	13
Français V	0	0%	0	0%	5	23	177%	5	38%	13
Mathématique 514	0	0%	0	0%	5	0	0%	0	0%	13
English V	0	0%	0	0%	16	0	0%	0	0%	43
Français l-s V	10	63%	1	6%	16	0	0%	0	0%	43



Course	S08					S09				
	Mark		Pass		Pop	Mark		Pass		Pop
	N	%	N	%		N	%	N	%	
Cree IV	3	100%	3	100%	3	15	167%	10	111%	9
English IV	0	0%	0	0%	3	0	0%	0	0%	9
History QC-Can	4	133%	4	133%	3	19	211%	9	100%	9
Math 416	0	0%	0	0%	3	0	0%	0	0%	9
Crie IV	0	NA	0	NA	0	0	0%	0	0%	6
Français IV	0	NA	0	NA	0	0	0%	0	0%	6
Histoire QC-Can	0	NA	0	NA	0	2	33%	0	0%	6
Mathématique 416	0	NA	0	NA	0	0	0%	0	0%	6
English s-I IV	0	0%	0	0%	3	0	0%	0	0%	15
Français l-s IV	0	0%	0	0%	3	0	0%	0	0%	15
Cree V	7	88%	2	25%	8	4	100%	4	100%	4
English V	3	38%	3	38%	8	2	50%	1	25%	4
Mathematics 514	0	0%	0	0%	8	0	0%	0	0%	4
Crie V	3	100%	2	67%	3	6	100%	6	100%	6
Français V	0	0%	0	0%	3	0	0%	0	0%	6
Mathématique 514	0	0%	0	0%	3	0	0%	0	0%	6
English V	0	0%	0	0%	11	0	0%	0	0%	10
Français l-s V	5	45%	3	27%	11	10	100%	4	40%	10

**Note.** The target population for each course is provided below:

Target Pop	Courses
Sec IV En	Cree Mother Tongue IV, English Language Arts IV, History of Québec and Canada, Mathematics 416
Sec IV Fr	Crie langue maternelle IV, Français langue maternelle IV, Histoire du Québec et Canada, Mathématique 416
Sec IV En + Fr	English second-language IV, Français langue seconde IV
Sec V En	Cree Mother Tongue V, English Language Arts V, Mathematics 514
Sec V Fr	Crie langue maternelle V, Français langue maternelle V, Mathématique 514
Sec V En + Fr	English second-language V, Français langue seconde V

### Standardized Tests

The following exhibits display the ‘criterion-referenced’ results of the third edition of the basic battery of Canadian Achievement Tests [CAT-3] (reading, language and math),<sup>52</sup> administered in schools of the CSB for grade 6 English, grade 6 French and grade 9 English for four years: 2003-04 to 2006-07, first for all years combined, then for each of the four years. The three columns under each test display the percentage of students who are considered:

- **Low:** does not meet end-grade expectations (**L**);
- **Competent:** meets end-grade expectations (**C**); and
- **Proficient:** exceeds end-grade expectations (**P**).<sup>53</sup>

<sup>52</sup> The basic battery consists of the following tests and sub-tests:

**Reading:** fiction, non-fiction, visual materials, poetry, central thought, words/phrases in context, analysis of text, stated information, critical assessment;

**Language:** sentence structure, writing conventions, paragraph structure, information management; and

**Mathematics:** number concepts, measurement, patterns, data analysis and probability, geometry and spatial sense.

<sup>53</sup> The data for these exhibits was supplied in paper-copy only, indicating the percentage of a given number of students scoring low, competent or proficient in each subtest. In order to aggregate these data for each main test (reading, language and math), these percentages were first converted into actual numbers of students and then summed for all sub-tests combined. These numbers were then converted back into percentages, as displayed in these exhibits. Cells that are shaded indicate that no data were available for these tests for a given school.

Exhibit C-15: CAT Scores, 2003-04 to 2006-07

Grade 6 English									
School	Reading			Language			Mathematics		
	L	C	P	L	C	P	L	C	P
S01	82%	17%	0%	79%	21%	0%	73%	27%	0%
S02	71%	28%	1%	70%	30%	0%	62%	37%	1%
S03	71%	27%	2%	69%	30%	1%	67%	33%	0%
S04	84%	15%	0%	86%	14%	0%	67%	33%	1%
S05	80%	19%	1%	80%	20%	0%	79%	21%	0%
S06	72%	27%	1%	72%	27%	1%	65%	35%	0%
S07	74%	24%	2%	75%	24%	1%	65%	35%	0%
S08	72%	28%	0%	68%	32%	1%	68%	31%	1%
S09	77%	23%	0%	64%	36%	0%	69%	30%	0%
All	74%	24%	1%	72%	27%	1%	67%	33%	0%

Grade 6 French									
School	Reading			Language			Mathematics		
	L	C	P	L	C	P	L	C	P
S01									
S02	80%	17%	2%	61%	36%	3%	69%	30%	1%
S03									
S04	91%	9%	0%	81%	19%	0%	60%	40%	0%
S05	86%	13%	2%	68%	25%	7%	74%	26%	0%
S06	83%	17%	0%	66%	32%	3%	80%	20%	0%
S07	84%	16%	0%	59%	39%	3%	83%	17%	0%
S08	90%	10%	0%	75%	25%	0%	76%	24%	0%
S09				65%	33%	2%	66%	33%	1%
All	84%	15%	1%	63%	34%	3%	74%	25%	1%

Grade 9 English									
School	Reading			Language			Mathematics		
	L	C	P	L	C	P	L	C	P
S01	50%	47%	3%	45%	52%	4%	58%	41%	1%
S02	62%	37%	1%	45%	51%	4%	68%	32%	0%
S03	67%	33%	0%	52%	46%	2%	67%	33%	0%
S04	80%	20%	1%	65%	35%	0%	72%	28%	0%
S05	78%	22%	0%	72%	28%	0%	75%	25%	0%
S06	64%	34%	2%	49%	47%	4%	72%	28%	0%
S07	62%	37%	0%	60%	38%	3%	64%	36%	0%
S08	67%	31%	2%	49%	49%	2%	64%	36%	0%
S09	63%	35%	2%	58%	40%	3%	67%	33%	0%
All	65%	34%	1%	53%	45%	3%	68%	32%	0%

**Exhibit C-16: CAT Scores, 2003-04**

<b>Grade 6 English</b>									
<b>School</b>	<b>Reading</b>			<b>Language</b>			<b>Mathematics</b>		
	<b>L</b>	<b>C</b>	<b>P</b>	<b>L</b>	<b>C</b>	<b>P</b>	<b>L</b>	<b>C</b>	<b>P</b>
S01	90%	10%	0%	77%	23%	0%	75%	25%	0%
S02	80%	19%	1%	75%	25%	0%	68%	32%	0%
S03	67%	32%	1%	68%	30%	2%	68%	33%	0%
S04	78%	22%	0%	57%	43%	0%	71%	29%	0%
S05									
S06	64%	33%	3%	65%	35%	0%	53%	47%	0%
S07	71%	27%	2%	80%	19%	1%	65%	35%	0%
S08	68%	32%	0%	69%	28%	3%	75%	25%	0%
S09	79%	21%	0%	58%	42%	0%	65%	33%	2%
All	75%	24%	1%	71%	28%	1%	67%	33%	0%

<b>Grade 6 French</b>									
<b>School</b>	<b>Reading</b>			<b>Language</b>			<b>Mathematics</b>		
	<b>L</b>	<b>C</b>	<b>P</b>	<b>L</b>	<b>C</b>	<b>P</b>	<b>L</b>	<b>C</b>	<b>P</b>
S01									
S02	67%	25%	7%	57%	37%	7%	59%	39%	2%
S03									
S04	91%	9%	0%	81%	19%	0%	60%	40%	0%
S05									
S06	81%	19%	0%	66%	31%	3%	90%	10%	0%
S07	77%	23%	0%	63%	34%	3%	77%	23%	0%
S08									
S09	97%	3%	0%	58%	42%	0%	82%	18%	0%
All	78%	20%	3%	61%	35%	3%	74%	26%	1%

<b>Grade 9 English</b>									
<b>School</b>	<b>Reading</b>			<b>Language</b>			<b>Mathematics</b>		
	<b>L</b>	<b>C</b>	<b>P</b>	<b>L</b>	<b>C</b>	<b>P</b>	<b>L</b>	<b>C</b>	<b>P</b>
S01	59%	41%	0%	33%	67%	0%	65%	35%	0%
S02	60%	40%	0%	52%	42%	6%	59%	41%	0%
S03	65%	35%	0%	52%	48%	0%	67%	33%	0%
S04	70%	30%	0%	46%	54%	0%	76%	24%	0%
S05	78%	22%	0%	63%	38%	0%	65%	35%	0%
S06	46%	50%	5%	38%	55%	7%	75%	25%	0%
S07	63%	37%	0%	61%	37%	3%	69%	31%	0%
S08	95%	5%	0%	68%	29%	4%	66%	34%	0%
S09	50%	50%	0%	81%	19%	0%	70%	30%	0%
All	63%	36%	1%	54%	43%	3%	68%	32%	0%

Exhibit C-17: CAT Scores, 2004-05

Grade 6 English									
School	Reading			Language			Mathematics		
	L	C	P	L	C	P	L	C	P
S01	100%	0%	0%	100%	0%	0%	84%	16%	0%
S02	78%	22%	1%	74%	25%	1%	65%	34%	1%
S03	69%	29%	2%	67%	33%	0%	62%	38%	0%
S04	94%	6%	0%	100%	0%	0%	89%	11%	0%
S05	94%	6%	0%	100%	0%	0%	90%	10%	0%
S06	74%	25%	1%	76%	23%	1%	72%	28%	0%
S07									
S08	69%	31%	0%	58%	42%	0%	55%	43%	2%
S09	67%	32%	1%	60%	40%	0%	66%	34%	0%
All	75%	24%	1%	74%	26%	1%	69%	30%	1%

Grade 6 French									
School	Reading			Language			Mathematics		
	L	C	P	L	C	P	L	C	P
S01									
S02									
S03									
S04									
S05									
S06									
S07									
S08									
S09									
All									

Grade 9 English									
School	Reading			Language			Mathematics		
	L	C	P	L	C	P	L	C	P
S01	47%	53%	0%	50%	44%	6%	56%	40%	4%
S02	44%	53%	3%	34%	58%	8%	72%	28%	0%
S03	68%	32%	0%	70%	29%	2%	61%	37%	1%
S04	85%	13%	2%	75%	25%	0%	67%	33%	0%
S05	81%	19%	0%	75%	25%	0%	77%	23%	0%
S06	62%	38%	0%	45%	54%	2%	71%	29%	0%
S07	70%	30%	0%	71%	29%	0%	70%	30%	0%
S08	67%	26%	7%	50%	50%	0%	77%	23%	0%
S09	47%	44%	9%	40%	55%	5%	62%	38%	0%
All	61%	37%	1%	54%	42%	3%	70%	30%	0%

**Exhibit C-18: CAT Scores, 2005-06**

<b>Grade 6 English</b>									
<b>School</b>	<b>Reading</b>			<b>Language</b>			<b>Mathematics</b>		
	<b>L</b>	<b>C</b>	<b>P</b>	<b>L</b>	<b>C</b>	<b>P</b>	<b>L</b>	<b>C</b>	<b>P</b>
S01	74%	25%	1%	75%	25%	0%	61%	39%	0%
S02	62%	34%	3%	62%	38%	0%	68%	32%	0%
S03	79%	20%	1%	75%	25%	0%	72%	27%	1%
S04	89%	11%	0%	94%	6%	0%	63%	37%	0%
S05	72%	25%	3%	75%	25%	0%	57%	43%	0%
S06	77%	22%	1%	73%	25%	2%	71%	29%	0%
S07	87%	13%	0%	82%	18%	0%	62%	38%	0%
S08	79%	19%	1%	84%	16%	0%	77%	23%	0%
S09									
All	78%	21%	1%	77%	22%	0%	67%	33%	0%

<b>Grade 6 French</b>									
<b>School</b>	<b>Reading</b>			<b>Language</b>			<b>Mathematics</b>		
	<b>L</b>	<b>C</b>	<b>P</b>	<b>L</b>	<b>C</b>	<b>P</b>	<b>L</b>	<b>C</b>	<b>P</b>
S01									
S02	85%	15%	0%	59%	39%	2%	66%	33%	1%
S03									
S04									
S05	92%	8%	0%	75%	25%	0%	87%	13%	0%
S06	88%	13%	0%	71%	28%	1%	74%	26%	0%
S07	89%	11%	0%	50%	46%	4%	84%	16%	0%
S08	94%	6%	0%	75%	25%	0%	70%	30%	0%
S09									
All	88%	12%	0%	63%	35%	2%	73%	26%	1%

<b>Grade 9 English</b>									
<b>School</b>	<b>Reading</b>			<b>Language</b>			<b>Mathematics</b>		
	<b>L</b>	<b>C</b>	<b>P</b>	<b>L</b>	<b>C</b>	<b>P</b>	<b>L</b>	<b>C</b>	<b>P</b>
S01	48%	46%	6%	46%	50%	4%	54%	46%	0%
S02	71%	28%	0%	46%	53%	2%	57%	43%	0%
S03	64%	36%	0%	50%	47%	3%	61%	39%	0%
S04	83%	17%	0%	88%	13%	0%	77%	23%	0%
S05	87%	13%	0%	79%	21%	0%	75%	25%	0%
S06	75%	24%	1%	56%	42%	2%	71%	29%	0%
S07	41%	58%	1%	40%	53%	7%	49%	51%	0%
S08	52%	43%	6%	42%	58%	0%	60%	40%	0%
S09									
All	64%	34%	1%	50%	47%	3%	60%	40%	0%

Exhibit C-19: CAT Scores, 2006-07

Grade 6 English									
School	Reading			Language			Mathematics		
	L	C	P	L	C	P	L	C	P
S01	82%	17%	1%	83%	17%	0%	76%	24%	0%
S02	56%	42%	2%	62%	38%	0%	45%	52%	3%
S03	68%	30%	3%	66%	31%	3%	64%	35%	1%
S04	69%	30%	2%	79%	21%	0%	37%	60%	3%
S05	76%	24%	0%	71%	29%	0%	93%	7%	0%
S06									
S07	63%	32%	5%	61%	37%	2%	68%	31%	1%
S08	72%	28%	0%	63%	38%	0%	77%	23%	0%
S09	84%	16%	0%	72%	28%	0%	74%	26%	0%
All	69%	29%	2%	67%	32%	1%	64%	35%	1%

Grade 6 French									
School	Reading			Language			Mathematics		
	L	C	P	L	C	P	L	C	P
S01									
S02	90%	10%	0%	70%	30%	0%	78%	22%	1%
S03									
S04									
S05	50%	38%	13%	25%	25%	50%	0%	100%	0%
S06	81%	18%	1%	59%	37%	4%	81%	18%	1%
S07	86%	14%	0%	66%	34%	0%	95%	5%	0%
S08	88%	13%	0%	75%	25%	0%	80%	20%	0%
S09	90%	10%	0%	69%	27%	4%	55%	43%	2%
All	86%	13%	1%	66%	31%	3%	76%	24%	1%

Grade 9 English									
School	Reading			Language			Mathematics		
	L	C	P	L	C	P	L	C	P
S01									
S02	68%	32%	0%	50%	48%	2%	84%	16%	0%
S03	69%	31%	0%	38%	58%	3%	82%	18%	0%
S04	82%	18%	0%	66%	34%	0%	69%	31%	0%
S05	0%	100%	0%	50%	50%	0%	80%	20%	0%
S06	74%	24%	3%	60%	37%	4%	72%	28%	0%
S07	86%	14%	0%	72%	28%	0%	80%	20%	0%
S08	51%	49%	0%	36%	61%	4%	54%	46%	0%
S09	75%	25%	0%	57%	41%	2%	73%	27%	0%
All	72%	28%	0%	52%	45%	2%	77%	23%	0%

This exhibit shows the percentage of students in each school and the CSB as a whole who took the CAT in each grade level tested.<sup>54</sup>

<sup>54</sup> The total population data are taken from the annual June census of student population as supplied by Gérard Poulin, Consultation Pédagogique GP.

**Exhibit C-20: Percentage of Students Taking CAT, 2006-07**

<b>Grade 6 English</b>									
School	Reading			Language			Mathematics		
	N	Pcent	Pop	N	Pcent	Pop	N	Pcent	Pop
S01	15	63%	24	15	63%	24	14	58%	24
S02	27	56%	48	27	56%	48	29	60%	48
S03	24	80%	30	24	80%	30	23	77%	30
S04	6	67%	9	6	67%	9	6	67%	9
S05	6	75%	8	6	75%	8	6	75%	8
S06	0	NA	20	0	NA	20	0	NA	20
S07	21	60%	35	21	60%	35	22	63%	35
S08	6	75%	8	6	75%	8	6	75%	8
S09	15	63%	24	15	63%	24	18	75%	24
All	120	58%	206	120	58%	206	124	60%	206

<b>Grade 6 French</b>									
School	Reading			Language			Mathematics		
	N	Pcent	Pop	N	Pcent	Pop	N	Pcent	Pop
S01	0	NA	0	0	NA	0	0	NA	0
S02	20	50%	40	0	NA	40	0	NA	40
S03	0	NA	0	0	NA	0	0	NA	0
S04	0	NA	9	0	NA	9	0	NA	9
S05	1	100%	1	0	NA	1	0	NA	1
S06	17	77%	22	6	27%	22	6	27%	22
S07	8	67%	12	0	NA	12	0	NA	12
S08	4	80%	5	0	NA	5	0	NA	5
S09	13	57%	23	0	NA	23	0	NA	23
All	63	56%	112	6	5%	112	6	5%	112

<b>Grade 9 English</b>									
School	Reading			Language			Mathematics		
	N	Pcent	Pop	N	Pcent	Pop	N	Pcent	Pop
S01	0	NA	23	0	NA	23	0	NA	23
S02	22	42%	52	22	42%	52	36	69%	52
S03	15	48%	31	15	48%	31	9	29%	31
S04	8	36%	22	8	36%	22	9	41%	22
S05	1	13%	8	1	13%	8	4	50%	8
S06	13	50%	26	13	50%	26	24	92%	26
S07	8	38%	21	8	38%	21	12	57%	21
S08	7	78%	9	7	78%	9	7	78%	9
S09	11	73%	15	11	73%	15	11	73%	15
All	85	41%	207	85	41%	207	112	54%	207

## Classroom Observations

Classroom observations included a rating of the instruction observed, as summarized below.

**Exhibit C-21: Classroom Instruction**

Criteria	Rating*							
	N	1	2	3	4	5	6	Av
1. Demonstrates a mastery of the subject area being taught.	48	2	4	15	4	8	7	3.85
2. Teaching reflects planning	47	3	8	10	15	5	6	3.62
3. Uses appropriate instructional strategies.	48	2	6	14	15	6	5	3.67
4. Effectively uses appropriate strategies for classroom management.	47	3	8	11	10	6	9	3.74
5. Treats students with respect.	49	0	3	8	15	10	13	4.45
6. Exhibits high expectations for student learning.	50	2	11	12	12	8	5	3.56
7. Provides constructive assistance to individual students.	49	0	4	16	14	10	5	3.92
8. Engages students in learning.	49	3	9	11	13	8	5	3.59
9. Makes good use of homework.	19	0	4	4	9	1	1	3.53
10. Checks to see that students understand what is being taught.	50	4	4	14	13	9	6	3.74
11. Teacher is culturally sensitive to the learning needs of his or her students.	42	1	5	16	8	4	8	3.79
12. Teacher incorporates aspects of Cree culture and tradition in his or her teaching.	36	7	5	7	8	1	8	3.42

\* Each item was rated on a six-point scale, where **N**=number of observations rated (max=50); **1**=Very unsatisfactory; **2**=Unsatisfactory; **3**=Adequate; **4**=Good; **5**=Very good; **6**=Excellent;; **Av**=average (mean) response (max=6).



**Staff Questionnaires**

Two separate questionnaires were completed by teachers and other school staff, whose responses are summarized in the three exhibits that follow.

**Exhibit C-22: Teacher Rating of Students**

Items	Rating*							
	N	1	2	3	4	5	6	Av
1. My students are motivated to succeed.	203	14	33	60	41	31	24	3.56
2. My students come to class ready to learn.	203	24	49	45	43	20	22	3.26
3. My students actively participate in class discussions.	199	36	47	34	30	30	22	3.19
4. My students complete work assigned to them.	199	19	30	54	47	34	15	3.46
5. My students are able to work independently.	204	30	46	51	41	20	16	3.11
6. My students take proper care of textbooks and materials.	196	23	33	51	38	30	21	3.42
7. My students demonstrate respect for other students.	203	8	32	54	54	35	20	3.67
8. My students demonstrate respect for teachers & others.	204	9	25	45	50	46	29	3.91
9. My students are tolerant of differences in others.	200	11	31	54	56	24	24	3.62
10. My students find peaceful ways to deal with conflicts.	190	22	43	51	40	19	15	3.19

\* Each item was rated on a six-point scale, where **N**=number of respondents; **1**=virtually none of my students exhibit this characteristic to **6**=virtually all of my students exhibit this characteristic; **Av**=average (mean) response.

**Exhibit C-23: Teacher Rating of School**

Items	Rating*					
	N	1	2	3	4	Av
11. Most teachers in this school share a similar set of values, beliefs and attitudes in relation to teaching and learning.	206	24	60	88	26	2.59
12. There is a strong sense of collegiality among teachers of the school.	208	26	61	87	27	2.57
13. There is a constructive working relationship between teachers and the school administration.	200	26	62	81	32	2.59
14. This school challenges students to do their best.	199	32	74	81	19	2.42
15. School rules for students are fairly and consistently enforced.	190	49	78	55	26	2.28
16. The school administration provides vision and leadership to staff and students.	200	39	67	65	29	2.42
17. I have access to adequate textbooks and other instructional resources for teaching.	199	34	53	66	46	2.62
18. Professional development offered by the school or the School Board meets my needs.	212	35	71	65	19	2.36
19. The parents of students in this school participate in the learning of their children.	212	67	106	20	7	1.84
20. Parents and other community members participate in the life of the school.	212	68	101	25	5	1.83

\* Each item was rated on a four-point Likert scale, where **N**= number of respondents; **1**= Strongly Disagree; **2**=Disagree; **3**=Agree; **4**=Strongly Agree; **Av** = average (mean) response.

**Exhibit C-24: Other School Staff Rating of School**

Items	Rating*					
	N	1	2	3	4	Av
1. Most staff members in this school share a similar set of values, beliefs and attitudes in relation to teaching and learning.	38	1	11	22	4	2.76
2. There is a strong sense of collegiality among staff members of the school.	39	6	19	13	1	2.23
3. There is a constructive working relationship between staff members and the school administration.	38	3	7	22	6	2.82
4. This school challenges students to do their best.	39	4	11	20	4	2.62
5. School rules for students are fairly and consistently enforced.	38	8	18	8	4	2.21
6. The school administration provides vision and leadership to staff and students.	37	3	10	19	5	2.70
7. I have access to adequate resources for my job in the school.	38	6	9	20	3	2.53
8. Professional development offered by the school or the School Board meets my needs.	37	6	13	18	0	2.32
9. The parents of students in this school participate in the learning of their children.	37	6	26	3	2	2.03
10. Parents and other community members participate in the life of the school.	37	3	25	8	1	2.19

\* Each item was rated on a four-point Likert scale, where **N**= number of respondents; **1**= Strongly Disagree; **2**=Disagree; **3**=Agree; **4**=Strongly Agree; **Av** = average (mean) response.

### Québec Education Program - Compulsory Subjects

The *Basic School Regulation* provides the following compulsory subjects at the elementary level and the *suggested* time for each (hours) for a complete week (25 instructional hours):

**Exhibit C-25: Provincial Subject Grid - Elementary**

Cycle One (Grades 1 & 2)		Cycles Two & Three (Grades 3, 4, 5 & 6)	
Compulsory Subjects	Time	Compulsory Subjects	Time
Language of instruction	9	Language of instruction	7
Mathematics	7	Mathematics	5
Physical education & health	2	Physical education & health	2
Total apportioned time	18	Total apportioned time	14
Second language (French or English)		Second language (French or English)	
Arts education*		Arts education*	
Moral <u>or</u> religious and moral instruction		Moral <u>or</u> religious and moral instruction Geography, history citizenship education Science and technology	
Unapportioned time	7	Unapportioned time	11
	25		25

\* Arts education: Cycle One: two of the four following subjects: drama, visual arts, dance or music; Cycle Two: Two of the four subjects prescribed for Cycle One, one of which is taught in that level

The *Basic School Regulation* provides the following compulsory subjects for the first cycle at the secondary level (secondary I, II), the *suggested* time (hours) and the number of credits for each for a complete two-year cycle (1 800 instructional hours):

**Exhibit C-26: Provincial Subject Grid - Secondary, Cycle One**

French Schools			English Schools		
Subject	Hours	Credits	Subject	Hours	Credits
French language of instruction	400	16	English language of instruction	300	12
English second language	200	8	French second language	300	12
Mathematics	300	12	Mathematics	300	12
Science & technology	200	8	Science & technology	200	8
Geography	150	6	Geography	150	6
History & citizenship education	150	6	History & citizenship education	150	6
Arts education*	200	8	Arts education*	200	8
Physical education & health	100	4	Physical education & health	100	4
Moral instruction or religious and moral instruction	100	4	Moral instruction or religious and moral instruction	100	4
<b>Total</b>	<b>1 800</b>	<b>72</b>	<b>Total</b>	<b>1 800</b>	<b>72</b>

\* Arts education: one of the four following subjects: drama, visual arts, dance or music

The *Basic School Regulation* provides the following compulsory subjects for the second cycle at the secondary level (secondary III, IV, V), the *suggested* time (hours) and the number of credits for each for a complete school year (900 instructional hours):

**Exhibit C-27: Provincial Subject Grid - General Education Path**

Secondary III					
French Schools			English Schools		
Subject	Hours	Credits	Subject	Hours	Credits
French language of instruction	200	8	English language of instruction	150	6
English second language	100	4	French second language	150	6
Mathematics	150	6	Mathematics	150	6
Science & technology	150	6	Science & technology	150	6
History & citizenship education	100	4	History & citizenship education	100	4
Arts education*	50	2	Arts education*	50	2
Physical education & health	50	2	Physical education & health	50	2
Elective subjects	100	4	Elective subjects	100	4
<b>Total</b>	<b>900</b>	<b>36</b>	<b>Total</b>	<b>900</b>	<b>36</b>

Secondary IV			Secondary V		
Subject	Hours	Credits	Subject	Hours	Credits
French language of instruction	150	6	French language of instruction	150	6
English second language	100	4	English second language	100	4
Mathematics	100/150	4/6	Mathematics	100/150	4/6
Science & technology	100	4			
History & citizenship education	100	4	Contemporary world	100	4
Arts education*	50	2	Arts education*	50	2
Physical education & health	50	2	Physical education & health	50	2
Ethics & religious culture	100	4	Ethics & religious culture	50	2
			Integrative project	50	2
Elective subjects	100/150	4/6	Elective subjects	200/250	8/10
<b>Total</b>	<b>900</b>	<b>36</b>	<b>Total</b>	<b>900</b>	<b>36</b>

\* Arts education: one of the four following subjects: drama, visual arts, dance or music.

**Exhibit C-28: Provincial Subject Grid - Transitional Regime**

Secondary IV			Secondary V		
Subject	Hours	Credits	Subject	Hours	Credits
Language of instruction	150	6	Language of instruction	150	6
Second language	100	4	Second language	100	4
Mathematics	150	6	Mathematics	100	4
Physical education	50	2	Physical education	50	2
Moral or religious education	50	2	Moral or religious education	50	2
			Economics	100	4
History of Québec & Canada	100	4			
Physical Science	150	6			
Career choice education	25	1	Career choice education	25	1
Personal & social education	25	1	Personal & social education	25	1
Elective subjects	100	4	Elective subjects	300	12
<b>Total</b>	<b>900</b>	<b>36</b>	<b>Total</b>	<b>900</b>	<b>36</b>

**Exhibit C-29: Provincial Subject Grid - Applied General Education Path**

Secondary III					
French Schools			English Schools		
Subject	Hours	Credits	Subject	Hours	Credits
French language of instruction	200	8	English language of instruction	150	6
English second language	100	4	French second language	150	6
Mathematics	150	6	Mathematics	150	6
Applied science & technology	150	6	Applied science & technology	150	6
History & citizenship education	100	4	History & citizenship education	100	4
Arts education*	50	2	Arts education*	50	2
Physical education & health	50	2	Physical education & health	50	2
Personal orientation project	100	4	Personal orientation project	100	4
<b>Total</b>	<b>900</b>	<b>36</b>	<b>Total</b>	<b>900</b>	<b>36</b>

Secondary IV			Secondary V		
Subject	Hours	Credits	Subject	Hours	Credits
French language of instruction	150	6	French language of instruction	150	6
English second language	100	4	English second language	100	4
Mathematics	100/150	4/6	Mathematics	100/150	4/6
Applied science & technology	150	6			
History & citizenship education	100	4	Contemporary world	100	4
Arts education*	50	2	Arts education*	50	2
Physical education & health	50	2	Physical education & health	50	2
Ethics & religious culture	100	4	Ethics & religious culture	50	2
			Integrative project	50	2
Elective subjects	50/100	2/4	Elective subjects	200/250	8/10
<b>Total</b>	<b>900</b>	<b>36</b>	<b>Total</b>	<b>900</b>	<b>36</b>

\* Arts education: one of the four following subjects: drama, visual arts, dance or music.

**Exhibit C-30: Provincial Subject Grid - Work Oriented Training Path**

<b>Pre-Work Training</b>			
<b>Subject</b>	<b>Secondary I</b>	<b>Secondary II</b>	<b>Secondary III</b>
	<b>Hours</b>	<b>Hours</b>	<b>Hours</b>
<b>General Education</b>			
Language of Instruction	150	100	50
Second Language	50	50	
Mathematics	150	100	50
Technology & scientific experimentation	100		
Geography, history & citizenship education	50	50	50
Physical education & health	50	50	
Autonomy & social participation	100	100	50
Unapportioned time	50	50	50
<b>Practical Training</b>			
Preparation for the job market	50	100	50
Introduction to the world of work	150		
Work skills		300	600
<b>Total</b>	<b>900</b>	<b>900</b>	<b>900</b>

<b>Training for a Semi-Skilled Trade</b>	
<b>Subject</b>	<b>Hours</b>
<b>General Education</b>	
Language of Instruction	200
Second Language	100
Mathematics	150
<b>Practical Training</b>	
Preparation for the job market	75
Preparation for a semi-skilled trade	375
<b>Total</b>	<b>900</b>

**Curriculum Guides**

**Exhibit C-31: Cree Language Program Guides from Educational Services**

Document	Description	Comments
Vocabulary For Teachers 1	Cree language picture book with Syllabics	There is no real explanation of how one could use there or how the vocabulary was chosen. We think they could be useful if they provided some guidance for teachers in choosing vocabulary. If it were possible to provide some of these document in colour it would be helpful.
Vocabulary For Teachers 2	Cree language picture book with Syllabics	
Teacher Manual 1	Cree Language picture worksheets with syllabics "prepared to help teachers assess their students with syllabics."	
Student Manual Kindergarten 1	Student workbook to go with manual	
Teacher Manual 2	Cree Language picture worksheets with syllabics "prepared to help teachers assess their students with syllabics."	
Student Manual 2	Student workbook to go with manual	We have been told that teachers have found these books to be useful as they provide something that is much like a phonics book there is a focus on a particular syllabic. The correct formation of the syllabic is focused on as well.
Thematic Unit 1-10 Grade Three	Word lists for 56 themes Unit 1 - Cultural Games, Unit 2 - Environment, Unit 3 - Season Changes, Unit 4 - Christmas, Unit 5 - Animals, Unit 6 - Hunting and Trapping, Unit 7 - Shelters, Unit 8 - Transportation, Unit 9 -Walking Out Ceremony, Unit 10 - Jobs in the Community	English work lists with matching Syllabics. The content focuses on Cree themes when there could be much more of a variety. Teachers have complained that they find the curriculum or ideas provided to them are not interesting to teach throughout the year. Children are interested in other things and these interests need to be addressed. Words lists are helpful but a step further would be for these to be target vocabulary for all children to master. It lacks a strong focus on building strong Cree vocabulary which is a goal that can be easily achieved.
Thematic Unit 1-10 Grade Three [Evaluation]	List of items and methods to evaluate those items.	This book could serve as a teachers guide to teaching the program if it were presented in a slightly different way. Teachers need some rubrics or some standardized objectives to reach so they know what is expected when teaching a level. They could have some inclusion of sample rubrics, steps in how to develop these, and sample assessment forms since this seems to be an area teachers have the most difficulty in, in my experience.

Document	Description	Comments
Cree Grade Two Math (Unit 1 - 5)	Worksheets for computation	No teacher guide? The material included in these units is not enough of what is expected to be covered in Grade 2. In addition, I find this encourages paper-and-pencil type of activities rather than hands-on tasks that students could learn from. Where are the Grade 1 books? It seems these are photocopies but reference isn't made to what program these are from. Does anyone check these over? Are there any criteria used to evaluate these? There should be some specific components that all guides should have as well as an assessment of the quality of what is included in them.
Cree Grade Two Math (Unit 6 -10)	Worksheets for computation	No teacher guide?
Another book of worksheets	probably grade two as well	No teacher guide?
Cree Grade Two Guide	Teacher guide for Grade Two Cree Language Program	Suggestions for portfolio evaluation
Cree Grade Three Guide	Teacher guide book for the 10 Grade Three Units	The units integrate all of the subject areas.
Cree Grade One Curriculum Guide (Working Document October 1993)	Teacher guide divided by themes.	There is no explanation as to how one could use this guide (still a working document after 15 years). There is suggested vocabulary, sentence structure (grammar) to focus on, objectives, suggested materials, and ideas for activities. Activity ideas could be elaborated. Some terminology used is confusing or may be at a level that is not commonly understood for everyone who would use this guide. This needs some updating to compliment the changes in the Québec reform.
Cree Language and Culture Guide, Elementary Sector, Grades One to Six, Working Document Southern Dialect, November 1996	The document appears to be laid out by consecutive months (August to June with some combined months) at each grade level. Each month has a theme, a time frame, a list of Cultural Activities indicating what students should know, Linguistic Objectives indicating what the students should be able to do, a list of resources/materials, a group of suggested activities, and suggested evaluation.	There is no table of contents to help the teacher. The first 138 pages, which are numbered deal with grades 1 and 2. Grade 3 section has no page numbers. Grade 4 has been numbered by hand (1-70) Grades 5 and 6 have no numbers. (Hopefully this pile of paper is never dropped.)
Cree Language and Culture Guide, Secondary Sector, One to Five Working Document Northern Dialect, February, 1997	This document is laid out in a similar manner to the Elementary Document above. The document provides a Table of Contents (without page numbers) for Secondary 1 and Secondary 2, but no other documentation for Secondary 1. Secondary 2 is pages 1-80 laid out by month. Secondary 3, 4, and 5 have no table of contents and are not numbered.	The lack of a real table of contents with page numbers makes this pile of paper less than a useful guide.
Eastern James Bay Cree	This dictionary is described as a Cree lexicon. It is a revision of the original	All grammatical rules and explanations are provided in English. The lexicon is organized as follows: citation



Document	Description	Comments
Dictionary Northern Dialect, Cree School Board/Cree Programs, 2004	Cree Lexicon: Eastern James Bay Dialects (1987). The present revision is the result of work between 1998 and 2004. As described in the introduction, "... such a collection of words and their equivalents in another language (in this case English) is more accurately referred to as a <i>lexicon</i> ."	form (the word in syllabics, word spelled in roman letters, grammatical information (English), definitions (English), and example sentences (syllabics and English). The document might be considered a Cree-English Dictionary.
A similar document exists for the Southern Dialect.	See above	See above.
Cree Publications, 2007, Southern Dialect ( <a href="http://www.eastcree.org">www.eastcree.org</a> )	This document is a list of the stories, greeting cards, poster, and flashcards that have been produced by the Cree Programs sector of the Educational Services Department of the Cree School Board.	The stories appear to be listed by the date of publication. There are 8 designated for level (age) 4+, 47 for 6+, 13 for 8+, 2 for 10+, and 42 for 12+. The document states that it is not a complete list as new titles are constantly being added, but this list has only 112 titles while the website lists 510 in its catalogue. Teachers who wish to find appropriate stories for their students would do better to go to the website where the search engine which allows user to define the choice via menus.
East Cree mathematics Terminology Workshop Report, Val d'Or, February 2007 ( <a href="http://www.eastcree.org">www.eastcree.org</a> )	Introductory activities and vocabulary for Primary Students regarding the following concepts: 1. Measurement in Traditional Activities 2. Classifying objects into sets and subsets using Cree classifiers 3. Reduplication and Distributivity 4. Division 5. Geometry	This document provides teaching suggestions and the appropriate language to be used. There is a clear effort to introduce concepts via the use of traditional Cree situations. The premise is to provide a familiar examples, from the Cree experience, as an introduction to the concepts.
Resource Book, Northern Dialect, Cree School Board, 2004 ( <a href="http://www.eastcree.org">www.eastcree.org</a> )	Lexicons provided in thirty categories from Numbers through Feelings-Physical. The lexicons are presented as syllabics, with roman letters and English equivalents.	These Cree-English word lists, organized by category, may be helpful for teachers who are searching for appropriate words. The words in each category appear to be sorted by syllabics. Although there is a table of contents listing the categories no explanation is given for their particular order.
Resource Book, Southern Dialect, © Cree School Board, 2002 ( <a href="http://www.eastcree.org">www.eastcree.org</a> )	Lexicons provided in thirty-three different categories from Weather through Fish. The lexicons are presented as syllabics, with roman letters and English equivalents.	These Cree-English word lists, organized by category, may be helpful for teachers who are searching for appropriate words. The words in each category appear to be sorted by syllabics. Although there is a table of contents listing the categories no explanation is given for their particular order.
Spelling Manual for Eastern James Bay Cree Syllabics, Northern Dialect, Cree School Board, Revised July 2006, Cree Programs, ( <a href="http://www.eastcree.org">www.eastcree.org</a> )	Document contains A Syllabics chart, Dialect Differences, Use of Dots, Syllabic Finals, Syllabic Symbols at the beginning of a word, Adding endings to nouns, and Boundaries.	This document was created to help standardize the written syllabics for the Northern Dialect. All explanations are provided in English.
Spelling Manual, Eastern James Bay Cree Syllabics, Cree School Board, Revised	Document contains A Syllabics chart, Dialect Differences, Use of Dots, Syllabic Finals, Syllabic Symbols at the beginning of a word, Adding endings to nouns, and Boundaries.	This document was created to help standardize the written syllabics for the Southern Dialect. All explanations are provided in English.

Document	Description	Comments
April 2004, Southern Dialect, <a href="http://www.eastcree.org">www.eastcree.org</a>		
Cree Conversation Manual, ISBN: 1- 894843-25-8, first edition in 2002, revised in 2004 <a href="http://www.eastcree.org">www.eastcree.org</a>	<p>A lexicon divided into twenty-one categories from Greetings to Expressions of Time. Each phrase is in a table under the following headings English, French, Souther Dialect Syllabics, and Northern Dialect Syllabics. This manual is designed to accompany an audio CD. All of the spoken contents of the CD is transcribed, with additional footnotes and titles. A chart is included in the appendix. A "talking chart", including sounds, can be downloaded from the web site: <a href="http://www.eastcree.org">www.eastcree.org</a>. However, to facilitate learning for readers already familiar with the roman alphabet, a roman orthography has also been used. This roman orthography is an exact transliteration of the syllabic characters. The following is a note regarding the CD: The 70mn Cree conversation CD is an introduction to Eastern James Bay Cree conversation. It covers 21 different topics of everydaylife interactions in a Cree community. From greetings to social gatherings, from school to hunting and trapping, each phrase is first given in English, then in French, and then in 4 Cree voices representing different dialects and generations of speakers: East Cree Southern (Inland, Coastal), East Cree Northern (older, then younger person). There is a long enough pause between phrases to allow you to repeat what you have heard. You can turn off the English and French voices, in order to only hear Cree. A special headphone enhancement technique has been used to improve sound quality when listening with headphones. The CD can be ordered from: <a href="http://www.eastcree.org">www.eastcree.org</a>. Profits from the CD sale go toward Cree language preservation and linguistic documentation training for Cree youth.</p>	

**Exhibit C-32: English Language Program Guides from Educational Services**

Document	Description	Comments
Arts Program - Second Language - Grade Two - Prepared by Mary Ann Gilpin - IS CSB - 1996	An indexed and tabbed binder containing 10 integrated curriculum units built on themes that integrate science and the arts. The themes follow those developed in the CLIP second grade curriculum guide.	These guides are well-developed and well organized.
Arts and Science Program - Second Language - Grade 3 - Mary Ann Gilpin - IS CSB- 1997	An indexed and tabbed binder containing 10 integrated curriculum units built on themes that integrate science and the arts. The themes follow those developed in the CLIP third grade curriculum guide.	These guides are well-developed and well organized.
Grade Four Immersion - Curriculum Binder - Resource Binder	The binder has an introduction to the Grade Four Immersion Program with an index page, but the tabs in the binder have no labels. The first tab contains the Curriculum Outline with sections for Science, LA, Math, Art/MRE/Music followed excerpts from MELS docs for Music, Drama, and Visual Arts. The second tab is for Materials and Resources, the third tab is for Classroom Practice. The fourth tab is for Evaluation.	As in the Grade 5 Immersion binders the material is not as useful as it could be if there were proper tables of context or indexes.
Grade Four Immersion - Curriculum Binder - Unit Two	Has repeat of Unit Two Curriculum from the Resource Binder. No Table of contents. First tab has evaluation information. second tab begins with Science objectives, followed by Teaching/Learning activities and then resource materials (photocopies). The pages have been separated by coloured sheets, but with no index or table of contents. The third tab is similar for LA, as is the fourth tab for Math	We received two copies of this binder, but none for Unit One.
Grade Four Immersion - Curriculum Binder - Unit Three	Similar to the binder described for Unit Two	There was a photocopy of an MEQ 1986 Curriculum Guide for Elementary School Mathematics - Booklet E - Fractions inside the front cover envelope.
Grade Four Immersion - Curriculum Binder - Unit Four	Similar to the binder described for Unit Two	
Grade Four Immersion - Curriculum Binder - Unit Five	Similar to the binder described for Unit Two	

Document	Description	Comments
Grade Five Immersion Resource Binder	1. An outline of the Gr. 5 immersion curriculum, 2. List of Teaching/Learning materials, Professional Resources, 3. Suggestions for classroom practice, 4. Suggestions for formative assessment and learning indicators	1. Copy of MELS Intermediate and Terminal Objectives, 2. List of recommended books and other materials, 3. Many photocopied pages, but no index or guide to usage. 4. More photocopies of evaluation grids, etc. , but no index or guide to usage This was not a useful guide when I was teaching except for some ideas regarding assessment. I think it needs updating each year and might be best to have in a format that can be added onto easily (electronic format, CD Rom, or online). Much of what is included in these curriculum binders are photocopies from resource books, which breaks copyright I believe, and there is little in terms of ideas and explanations of how to use the information.
Grade Five Immersion - Curriculum Binder- Unit One	Photocopies of pages labelled "Unit One". There are tabs, but no labels or guide to usage. The tabs appear to separate Unit One for LA, SS, Science and Math.	There is a brief explanation of what appears to be the objectives for each subject at the beginning of each tabbed section. This is followed by a number of photocopies from a variety of sources. I would not know what I was expected to do with this.
Grade Five Immersion - Curriculum Binder- Unit Two	There are unlabeled tabs. The first one seems has SS and Math. The materials after the SS outline seem to follow the order of he outline, the math materials seem to be less well organized. The second tab deals with LA and the materials seem to follow the outline. The third tab covers Science.	There is a date Aug 1998 handwritten on the cover. The materials that follow the outline in each of these sections need to be indexed if one expects teachers to use them.
Grade Five Immersion - Curriculum Binder- Unit Three	Unlabelled tabs - first tab SS and Math, second tab LA, third tab Science	There is a date Aug 1998 handwritten on the cover although the cover has December 1997 printed on it. The materials that follow the outline in each of these sections need to be indexed if one expects teachers to use them.
Grade Five Immersion - Curriculum Binder- Unit Four	Tabs labeled SS, Science, LA, Math	Same as previous units. No Index to help find things.
Grade Five Immersion - Curriculum Binder- Unit Five	This binder has a guide to the tabs which are in the following order Math, LA, SS, Science	Handwritten on cover - Master Copy. Each tabbed section would benefit from an index.

Document	Description	Comments
Grade Six Immersion - Resource Binder- June 1999	First tabbed section outlines the five units as well as providing an untabbed section for Material and Resources 1999. The second tab, Classroom, has a collection of photocopies of articles, worksheets and drill sheets, all without any index to guide the teachers. The third tab, Evaluation, provides some guidelines for evaluation and makes reference to a sample report form (provided in front of binder). It also provides a list of indicators by subject area which includes content that matches the content of the units for Math, LA, Science, SS. Physical education is also added here, but does not appear in the Units. This is followed by a number of record sheets, but no suggestions as to use.	Seems a little better organized than the Grade 5 Immersion, but still lacks the organization that could make it a useful resource. It seems to have been created in 1999 and provides photocopies of the QEP General and Terminal Objectives. For Math, Music and Visual Arts, but none of the other subjects. I wonder why just these choices, since the arts are not addressed in the units. All tabs have been handwritten and are actually post-its. We had the definite impression that this was prepared for us to look at, which made us wonder what teachers actually got. Further investigation indicates that the teachers got the binders without labelled tabs. .
Grade Six Immersion - Unit One - June 1999	Tabbed binder with outline of Unit One repeated at the front of the binder. First tab, SS, start with Report Card indicators, list of resources, second language development description of teaching/learning activities and sheets to be duplicated for students. The same protocol is followed for LA, Science and Math tabs.	Provides better guidance than similar units for Grade 5 Immersion.( see box 2) Many of the activities and sheets included are photocopies from good resources but are not well explained. The inclusion of some report card indicators to refer to was helpful. This guide would be a good start assuming that it was introduced in a workshop setting and that there was in-school follow-up with the teachers.
Grade Six Immersion - Unit Two - June 1999	Similar to Unit One	
Grade Six Immersion - Unit Three - June 1999	Similar to Unit One. For some reason there are no teaching/learning activities listed for Math.	
Grade Six Immersion - Unit Four - June 1999	Similar to Unit One. Contents are actually Unit Five.	
Grade Six Immersion - Unit Five - June 1999	Similar to Unit One but has no tabs. Contents are actually Unit Four.	We wonder why tabs were not included. As we looked at these units it seems to us that they were prepared by different people. They would have been more useful had they been standardized in terms of form and organization. One would think this could have been done by now since they were first developed almost 10 years ago.
Grade Six Immersion Social Studies Photo Collection	A collection of poor quality photocopies, largely from the Canadian National Archives.	These poor quality photocopies will not improve with in-school duplication.

Document	Description	Comments
Grade Six Science - Electricity - Sample Teaching Units.	Collection of a number of units produced by teachers which are largely photocopies from a variety of sources.	The units are a good beginning, but they lack objectives, teaching strategies, connection to the QEP, etc.
Economics Secondary V - Program and Curriculum Guide - Instructional Services CSB 1994	Binder with untabbed tabs. First tab includes rationale for the course adaptation for Cree Sec V Students as well as a Table of Modules and Units. The second tab contains The Curriculum Guide, Module 1, including objectives, content, details and Suggested Learning and Teaching Activities as well as a request for feedback to enable future revisions of this document. The third tab contains Module 2. The fourth tab contains Modules 3 through 7, as well as an optional Module 8 which is one page referring to Articles from various sources.	Since the document seems not to have revised, I gather there has been no feedback from teachers in the last 13 years. The article referred to in Module 8 lists sources as "Articles from The Nation". These are not of much help unless the archived articles are available somewhere. Susan Runnels was the Director of Educational Services at the time this binder was produced. We are not sure why this was included as it seems that Economics isn't offered in CSB schools.
CSB - Geography of Québec and Canada - 592-314 - Secondary Three, developed in 1992 under the supervision of Lynn Shalit, Coordinator of IS	The introductory pages include a letter from MEQ confirming that the adapted program would be used in the CSB beginning in July 1992. The unlabelled tab provides an outline of 6 Modules. The next six tabs contain modules 1 through 6. The final tab contains some map ordering information.	
The Territory and Inhabitants of James Bay - Geography 085-314 Course Documentation	This is a spiral bound document with a table of contents that provides background documentation for Modules 1 through 5 of the Geography program.	This document is well organized and well presented. A useful resource in my opinion.
The Territory and Inhabitants of James Bay - Geography 085-314 Course Activates	This is a spiral bound document with a table of contents that provides a series of worksheets for activities relating to Modules 1 through 5 of the Geography program.	This document is well organized and well presented. A useful resource in my opinion.
The Territory and Inhabitants of James Bay - Geography 085-314 Course Activates - Answers	This is a spiral bound document identical to the one above, but with the answers filled in.	This document is well organized and well presented. A useful resource in my opinion.

Document	Description	Comments
Direct From The Heart - 2005	Spiral bound collection of student writing	
Direct From The Heart - January 2005	Spiral bound collection of student writing	
Long Range Planning For Substitutes Kindergarten(2007-2008)	Photocopied worksheets with syllabics added	There is no guide to go with these worksheets. Without some explanation they might just be copied and used to fill time.
Long Range Planning For Substitutes Grade One (2007-2008)	Photocopied worksheets with syllabics added	There is no guide to go with these worksheets.
Long Range Planning For Substitutes Grade Two (2007-2008)	Photocopied worksheets with syllabics added	There is no guide to go with these worksheets.
Long Range Planning For Substitutes Grade Three (2007-2008)	Photocopied worksheets with syllabics added	There is no guide to go with these worksheets.

## School Committees

### Exhibit C-33: Resolutions of Education Assembly, 2007

CSBEA 2007-01	Organize Parenting Workshops.
CSBEA 2007-02	Create Information Kits on Parental Involvement, School Agendas, etc.
CSBEA 2007-03	Have a Parent Day and recognize it as a Pedagogical Day.
CSBEA 2007-04	Promote Teacher Education (Training) Program for Crees.
CSBEA 2007-05	Promote Cree History and Cree Culture
CSBEA 2007-06	Make representations to MELS to acquire Accreditation for Cultural Activities that are held within the regular classes and out on the land.
CSBEA 2007-07	Make representations to Grand Council of the Crees (Eeyou Istchee) to introduce Cree Language at the Day Care Level.
CSBEA 2007-08	Design the School Calendars taking into consideration the Cree Culture Breaks (Moose and Goose Breaks).
CSBEA 2007-09	Establish a Cree Language Institute in collaboration with Grand Council of the Crees (Eeyou Istchee) CRA and other Cree entities.
CSBEA 2007-10	Assess the Cree Language of Instruction Program.
CSBEA 2007-11	Create a website at the local schools for parents to access information on School Attendance and other School Activities with respect to their child's progress in education.
CSBEA 2007-12	Review the General By-Law respecting the criteria of eligibility for School Committee members.



## Adult Education

### Student Results

We were not able to obtain any data from Continuing Education on adult student results except those furnished by the preliminary report of the Sabtuan Clientele Study. It provided data on the success rate of students in vocational and general education courses from 1994-95 to 2006-07.

In each of the three exhibits that follow, the number of course results included in the study are shown in the second to sixth columns: Pass, Fail, Blank, Other and Total. No explanation is provided regarding 'other' which we presume refers to withdrawals from particular courses by students who completed at least one exam. We make this inference based on the fact that the number of course registrations excluded from their dataset (Exclu) are described as students "deemed as not being registered because they did not have a score, other than 'withdrawn', in at least one course during that year."<sup>55</sup> When these students are added back in, one arrives at the grand total shown in the next column (Grand). The success rate declared by the study is shown in the next column (Declared) and the final column displays the success rate that would prevail if the excluded students were counted (Adjusted). The last two rows of each exhibit provide the percentage for each column based on declared and adjusted population figures.

**Exhibit C-34: Vocational Education Results: 1994-95 to 2006-07**

Year	Pass	Fail	Blank	Other	Total	Exclu	Grand Total	Declared	Adjusted
1995	517	17		2	536	2	538	96%	96%
1996	634	10		8	652	84	736	97%	86%
1997	765	9		174	948	26	974	81%	79%
1998	1963	23		148	2134	141	2275	92%	86%
1999	1339	16	42	102	1499	295	1794	89%	75%
2000	589	36	216	51	892	279	1171	66%	50%
2001	1388	32	2	63	1485	60	1545	93%	90%
2002	1287	16	139	33	1475	89	1564	87%	82%
2003	1571	68	55	58	1752	44	1796	90%	87%
2004	1725	27	13	152	1917	73	1990	90%	87%
2005	993	32	585	128	1738	352	2090	57%	48%
2006	1582	80	151	259	2072	172	2244	76%	70%
2007	439	7	2018	51	2515	31	2546	17%	17%
<b>All</b>	<b>14792</b>	<b>373</b>	<b>3221</b>	<b>1229</b>	<b>19615</b>	<b>1648</b>	<b>21263</b>	<b>75%</b>	<b>70%</b>
Declared	75%	2%	16%	6%	100%				
Adjusted	70%	2%	15%	6%	92%	8%	100%		

<sup>55</sup> Econotech, 2007, p. 45.

**Exhibit C-35: General Education Results: 1994-95 to 2006-07**

Year	Pass	Fail	Blank	Other	Total	Exclu	Grand Total	Declared	Adjusted
1995	761	63	6	77	907	111	1018	84%	75%
1996	882	24	17	9	932	60	992	95%	89%
1997	1119	32		30	1181	59	1240	95%	90%
1998	871	31		228	1130	177	1307	77%	67%
1999	796	53	2	100	951	184	1135	84%	70%
2000	463	17		110	590	119	709	78%	65%
2001	638	11		20	669	32	701	95%	91%
2002	600	8	6	8	622	43	665	96%	90%
2003	506	24	54	11	595	63	658	85%	77%
2004	483	7	76	38	604	106	710	80%	68%
2005	403	4	280	6	693	162	855	58%	47%
2006	245	9	46	2	302	32	334	81%	73%
2007	148	1	746	24	919	51	970	16%	15%
<b>All</b>	<b>7915</b>	<b>284</b>	<b>1233</b>	<b>663</b>	<b>10095</b>	<b>1199</b>	<b>11294</b>	<b>78%</b>	<b>70%</b>
Declared	78%	3%	12%	7%	100%				
Adjusted	70%	3%	11%	6%	89%	11%	100%		

**Exhibit C-36: Vocational & General Education Results: 1994-95 to 2006-07**

Year	Pass	Fail	Blank	Other	Total	Exclu	Grand Total	Declared	Adjusted
1995	1278	80	6	79	1443	113	1556	89%	82%
1996	1516	34	17	17	1584	144	1728	96%	88%
1997	1884	41	0	204	2129	85	2214	88%	85%
1998	2834	54	0	376	3264	318	3582	87%	79%
1999	2135	69	44	202	2450	479	2929	87%	73%
2000	1052	53	216	161	1482	398	1880	71%	56%
2001	2026	43	2	83	2154	92	2246	94%	90%
2002	1887	24	145	41	2097	132	2229	90%	85%
2003	2077	92	109	69	2347	107	2454	88%	85%
2004	2208	34	89	190	2521	179	2700	88%	82%
2005	1396	36	865	134	2431	514	2945	57%	47%
2006	1827	89	197	261	2374	204	2578	77%	71%
2007	587	8	2764	75	3434	82	3516	17%	17%
<b>All</b>	<b>22707</b>	<b>657</b>	<b>4454</b>	<b>1892</b>	<b>29710</b>	<b>2847</b>	<b>32557</b>	<b>76%</b>	<b>70%</b>
Declared	76%	2%	15%	6%	100%				
Adjusted	70%	2%	14%	6%	91%	9%	100%		

## Staff Questionnaires

One questionnaire was completed by teachers and other centre staff, whose responses are summarized below.

**Exhibit C-37: Centre Staff Rating of Centre & Board Support**

Items	Rating*					
	N	1	2	3	4	Av
1. Students are motivated to succeed.	26	0	9	14	3	2.77
2. Students complete work assigned to them.	23	0	11	8	4	2.70
3. Students are able to work independently.	25	1	8	15	1	2.64
4. Students successfully complete the courses and programs in which they are enrolled.	26	1	14	11	0	2.38
5. Upon completion of their studies, students are prepared for further education and employment.	26	2	3	14	7	3.00
6. The centre provides an appropriate offering of courses and programs to meet student needs.	28	1	4	14	9	3.11
7. The centre provides other services that meet student needs.	28	2	13	10	3	2.50
8. The centre has adequate facilities and other resources for the courses and programs it offers.	28	2	9	9	8	2.82
9. The centre provides appropriate leadership to support teaching and learning.	29	3	3	14	9	3.00
10. The Continuing Education Department provides appropriate and sufficient support for your centre.	27	2	6	12	7	2.89

\* Each item was rated on a four-point Likert scale, where **N**= number of respondents; **1**= Strongly Disagree; **2**=Disagree; **3**=Agree; **4**=Strongly Agree; **Av** = average (mean) response.

**Local Education Committees****Exhibit C-38: Resolution of Education Assembly, 2007**

LCECEA 2007-01	Involvement of Teacher Interviews and Hiring. To be part of the selection process of students for Vocational Programs. Honorarium for members. Development of a Local Continuing Education Committee By-Law.
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## Post-Secondary Education

### Student Results

This first exhibit shows the number of students enrolled in post-secondary institutions in relation to community size, using the same methodology employed previously for graduates.<sup>56</sup> These data *suggest* - but do not prove - that there is no obvious correlation between post-secondary enrolment and either community size or its graduation rate.

**Exhibit C-39: The Post-Secondary Enrolment Index**

Comm	PS	Pop	Ratio	Index	Grad
C01	24	270	0.09	0.78	0.52
C02	97	1040	0.09	0.82	0.70
C03	31	339	0.09	0.80	1.45
C04	3	198	0.02	0.13	0.98
C05	19	159	0.12	1.05	1.57
C06	98	547	0.18	1.57	1.09
C07	75	663	0.11	0.99	2.35
C08	24	127	0.19	1.65	1.29
C09	58	414	0.14	1.23	0.63
<b>Total</b>	<b>429</b>	<b>3757</b>	<b>0.11</b>	<b>1.00</b>	<b>1.00</b>

PS=post-secondary enrolment (2006-2007); Pop=school population (2007-08); Ratio=PS÷Pop; Index=Ratio÷1.00; Grad=graduation index from previous exhibit (see footnote 56 below).

The data for the following exhibit were taken from an internal report of the Post-Secondary Education Office. The data, especially the number of graduates, should be interpreted as indicative rather than definitive. As stated in the report: "Post Secondary Student Services does not canvass all the institutions to determine if a non-returning student has in fact graduated or abandoned the institution. If the students do not provide formal graduation documentation, our records must remain unchanged...."<sup>57</sup>

**Exhibit C-40: The Post-Secondary Enrolment & Graduates, 1995-2007**

Year	Univ	College		Other	Total	Grads
		Pre-U	Voc			
1995	43	245	21	18	327	40
1996	52	204	35	32	323	48
1997	71	282	21	4	378	45
1998	84	294	14	9	401	53
1999	84	342	14	6	446	57
2000	89	324	12	10	435	49
2001	97	317	22	11	447	52
2002	92	344	23	7	466	62
2003	111	370	14	7	502	100
2004	100	345	28	0	473	82
2005	147	318	49	2	516	44
<b>Total</b>	<b>970</b>	<b>3385</b>	<b>253</b>	<b>106</b>	<b>4714</b>	<b>632</b>

<sup>56</sup> For the previous exhibit and discussion of the graduation index, see page 49.

<sup>57</sup> Post-Secondary Education Office, 2005, p. 2.

