



## Appendix B

# BOARD LEARNING IMPROVEMENT PLAN K-12

## 2014-2018

### DATA SOURCES: MULTIPLE MEASURES TO INFORM LEARNING AND IMPROVEMENT PLANS K-12

**A. ACHIEVEMENT** (*What do we know about student achievement?*)

**Provincial Indicators**

**1. EQAO Results**

Percentage of all TCDSB students at level 3 and 4:	2013-2014	2014-2015	2015-2016
Primary Reading	70%	69%	<b>NP</b> <sup>1</sup>
Junior Reading	74%	78%	<b>NP</b>
Primary Writing	81%	79%	<b>NP</b>
Junior Writing	81%	80%	<b>NP</b>
Primary Mathematics	66%	64%	<b>NP</b>
Junior Mathematics	53%	52%	<b>NP</b>
Grade 9 Applied Mathematics	44%	44%	45%
Grade 9 Academic Mathematics	83%	82%	83%

Percentage of participating TCDSB students successful:	2013-2014	2014-2015	2015-2016
OSSLT (Applied level)	52%	51%	48%
OSSLT (Academic level)	93%	93%	91%
OSSLT	84%	83%	81%

**Gaps – Special Education, ELL**

Percentage of all TCDSB students at level 3 and 4:	Special Needs			ELLs		
	2013-2014	2014-2015	2015-2016	2013-2014	2014-2015	2015-2016
Primary Reading	39%	39%	<b>NP</b>	58%	50%	<b>NP</b>
Junior Reading	39%	45%	<b>NP</b>	55%	57%	<b>NP</b>
Primary Mathematics	33%	32%	<b>NP</b>	57%	47%	<b>NP</b>
Junior Mathematics	16%	15%	<b>NP</b>	39%	35%	<b>NP</b>
Grade 9 Applied Mathematics	35%	34%	35%	47%	41%	44%

Percentage of participating TCDSB students successful:	Special Needs			ELLs		
	2013-2014	2014-2015	2015-2016	2013-2014	2014-2015	2015-2016
OSSLT	57%	56%	56%	77%	73%	67%

**2. Credit Accumulation**

TCDSB	2013-2014	2014-2015	2015-2016
Grade 9 (8 or more credits)	86%	85%	86%
Grade 10 (16 or more credits)	77%	78%	79%

**3. Graduation Rates**

Grade 9 cohort year	2009-2010	2010-2011	2011-2012
Percentage of TCDSB students graduating	81%	83%	85%
Graduation year	2013-2014	2014-2015	2015-2016

**NOTE:** This is a 5 year Graduation Rate; The year reported is based on student's cohort year; only students graduating from a TCDSB school as of June 30 with a diploma or certificate are included

<sup>1</sup> NP = "Non-participating" indicates due to exceptional circumstances, TCDSB students did not participate.

**B. PERCEPTUAL** (What do we know about student/teacher attitudes and behaviours?)**2015-2016 Overview of System-wide Student and Teacher Surveys**

	PANEL	SURVEY	GRADES	N
Student Surveys	Elementary	Safe and Caring Catholic School Climate Survey (SCCSC)	All Grade 6 and 8 students	10,294
		EQAO Student Questionnaire	All Grade 3 and 6 students	Gr 3 – <b>NP</b> Gr 6 – <b>NP</b>
	Secondary	Student Transition (ST)	Sample of Grade 9 students	3,039
		My School My Voice (MSMV)	Sample of Grade 10 and 12 students	5,499
		EQAO Student Questionnaire	All Grade 9 students	Academic – 4,401 Applied – 1,977
	Teacher Surveys	Elementary	BLIP/SEF	All teachers
EQAO Teacher Questionnaire			Grade 3 and 6 teachers	<b>NP</b>
Secondary		BLIP/SEF	All teachers	887
		EQAO Teacher Questionnaire	Grade 9 teachers	Academic – 128 Applied – 77

**NOTES:**

- The perceptual data are organized by area of focus.
- Where available data are reported for the past three years; 2013-2014 is the baseline.

## A. NURTURING OUR CATHOLIC COMMUNITY

### Student Surveys

Percentage of students who <i>strongly agree or agree</i> that:	SCCSC <sup>2</sup>			MSMV <sup>3</sup>		
	2013-2014	2014-2015	2015-2016	2013-2014	2014-2015	2015-2016
Their school promotes Catholic virtues and values.	N/D <sup>4</sup>	88%	91%	84%	86%	85%
Their school promotes Catholic practices (e.g., masses, prayers, etc.)	N/D	87%	91%	84%	85%	85%
Their school meets the spiritual needs of students and provides spiritual direction and guidance.	N/D	N/D	N/D	73%	73%	75%

### Teacher Surveys

Percentage of teachers who report <i>implementation or routine use</i> of the following:	BLIP/SEF <sup>5</sup>					
	Elementary			Secondary		
	2013-2014	2014-2015	2015-2016	2013-2014	2014-2015	2015-2016
The school nurtures Catholic Social Teachings (Human Dignity, Preferential option for the poor and vulnerable, Solidarity).	N/D	86%	88%	N/D	81%	83%
In our planning, we understand the various challenges faced by our students and families (this includes spiritual, socio-economic, emotional, social and physical needs).	N/D	88%	89%	N/D	81%	85%

## B. STAFF ENGAGEMENT AND WELL-BEING

### Teacher Surveys

Percentage of teachers who report <i>implementation or routine use</i> of the following:	BLIP/SEF					
	Elementary			Secondary		
	2013-2014	2014-2015	2015-2016	2013-2014	2014-2015	2015-2016
The school community understands and responds to the professional needs of staff.	N/D	65%	70%	N/D	65%	67%
The school community understands and supports the vocation of teaching.	N/D	68%	72%	N/D	69%	72%

Percentage of teachers who report <i>often, always or most of the time</i> :	BLIP/SEF					
	Elementary			Secondary		
	2013-2014	2014-2015	2015-2016	2013-2014	2014-2015	2015-2016
I am satisfied with the amount of involvement I have in decisions that affect my work.	N/D	68%	71%	N/D	64%	66%
I feel I am rewarded (in terms of praise and recognition) for the level of effort I put out for my job.	N/D	61%	62%	N/D	52%	52%
Percentage of teachers who report <i>sometimes, once in a while or not at all</i> :	BLIP/SEF					
	Elementary			Secondary		

<sup>2</sup> SCCSC = Safe and Caring Catholic School Climate (elementary student survey)

<sup>3</sup> MSMV = My School My Voice (secondary student survey)

<sup>4</sup> N/D = No data (not asked on survey)

<sup>5</sup> BLIP/SEF = Board Learning Improvement Plan/School Effectiveness Framework (elementary and secondary teacher survey)

	2013-2014	2014-2015	2015-2016	2013-2014	2014-2015	2015-2016
In the last 6 months, too much time pressure at work has caused me worry, “nerves” or stress.	N/D	57%	60%	N/D	56%	59%
In the last 6 months, I have experienced worry, “nerves” or stress from mental fatigue at work.	N/D	56%	57%	N/D	56%	58%

## C. ASSESSMENT FOR, AS AND OF LEARNING

### Student Surveys

Percentage of students who <i>strongly agree or agree</i> that:	SCCSC			MSMV		
	2013-2014	2014-2015	2015-2016	2013-2014	2014-2015	2015-2016
They understand learning goals and success criteria.	92%	86%	89%	81%	82%	81%
Students are given time and opportunity to revise and upgrade their work for their own learning.	N/D	83%	86%	70%	68%	71%

Percentage of students who report their school emphasizes <i>very much or quite a bit</i> :	SCCSC			MSMV		
	2013-2014	2014-2015	2015-2016	2013-2014	2014-2015	2015-2016
Giving and receiving timely feedback on how to improve their work.	N/D	78%	80%	59%	60%	60%
Gathering information about their learning before, during and at the end of a unit of study.	N/D	77%	78%	58%	58%	57%

Percentage of students who report <i>most of the time</i> :	EQAO Grade 3			EQAO Grade 6		
	2013-2014	2014-2015	2015-2016	2013-2014	2014-2015	2015-2016
They make sure they understand what they are reading.	64%	63%	NP	68%	71%	NP
They organize their ideas before they start to write.	41%	44%	NP	34%	33%	NP
When working on a mathematics problem, they read over the problem first to make sure they know what they are supposed to do.	65%	65%	NP	76%	76%	NP
When working on a mathematics problem, they think about the steps they will use to solve the problem.	41%	46%	NP	45%	47%	NP

Percentage of students who report <i>very often</i> :	EQAO Grade 9 Applied			EQAO Grade 9 Academic		
	2013-2014	2014-2015	2015-2016	2013-2014	2014-2015	2015-2016
They check their mathematics answers to see if they make sense.	20%	16%	16%	30%	26%	26%

### Teacher Surveys

Percentage of teachers who have used the EQAO sample student assessments and scoring guides this year/this past semester or year to:	2013-2014	2014-2015	2015-2016	
Inform classroom instruction <i>independently</i>	EQAO Grade3	77%	76%	NP
	EQAO Grade 6	72%	75%	NP
	EQAO Grade 9 Applied	76%	77%	73%
	EQAO Grade 9 Academic	83%	71%	73%

Percentage of teachers who have used the EQAO sample student assessments and scoring guides this year/this past semester or year to:		2013-2014	2014-2015	2015-2016
Inform classroom instruction <i>with a school team</i>	EQAO Grade3	29%	25%	<b>NP</b>
	EQAO Grade 6	26%	23%	<b>NP</b>
	EQAO Grade 9 Applied	39%	38%	42%
	EQAO Grade 9 Academic	30%	35%	33%

Percentage of teachers who report <i>implementation or routine use</i> :	BLIP/SEF					
	Elementary			Secondary		
	2013-2014	2014-2015	2015-2016	2013-2014	2014-2015	2015-2016
Assessment is connected to the curriculum, collaboratively developed by educators and used to inform next steps in learning and instruction. (1.1)	<b>N/D</b>	87%	89%	<b>N/D</b>	80%	84%
A variety of relevant and meaningful assessment data is used by students and educators to continuously monitor learning, to inform instruction and determine next steps. (1.2)	<b>N/D</b>	86%	88%	<b>N/D</b>	79%	83%
Students and educators build a common understanding of what students are learning by identifying, sharing, and clarifying the learning goals and success criteria. (1.3)	<b>N/D</b>	81%	87%	<b>N/D</b>	68%	75%
During learning, timely, ongoing, descriptive feedback about student progress is provided based on student actions and co-constructed success criteria. (1.4)	<b>N/D</b>	79%	85%	<b>N/D</b>	72%	81%
Students are explicitly taught and regularly use self-assessment skills to monitor, improve and communicate their learning within the context of the Ontario curriculum and/or Individual Education plan (IEP). (1.5)	<b>N/D</b>	70%	76%	<b>N/D</b>	61%	67%

## D. SCHOOL AND CLASSROOM LEADERSHIP

### Teacher Surveys

Percentage of teachers who <i>strongly agree or agree</i> that they had the opportunity to participate in decisions about the school's improvement goals:		2013-2014	2014-2015	2015-2016
For reading	EQAO Grade3	68%	58%	<b>NP</b>
	EQAO Grade 6	73%	65%	<b>NP</b>
For writing	EQAO Grade3	67%	57%	<b>NP</b>
	EQAO Grade 6	72%	64%	<b>NP</b>
For mathematics	EQAO Grade3	69%	64%	<b>NP</b>
	EQAO Grade 6	75%	70%	<b>NP</b>
	EQAO Grade 9 Applied	59%	62%	66%
	EQAO Grade 9 Academic	67%	65%	70%

Percentage of teachers who <i>strongly agree or agree</i> that:		2013-2014	2014-2015	2015-2016
There is co-operation at their school among teachers.	EQAO Grade3	83%	77%	<b>NP</b>
	EQAO Grade 6	80%	77%	<b>NP</b>
	EQAO Grade 9 Applied	82%	84%	81%
	EQAO Grade 9 Academic	88%	88%	86%

Percentage of teachers who <i>strongly agree or agree</i> that:		2013-2014	2014-2015	2015-2016
There is co-operation at their school among all staff members.	EQAO Grade3	71%	66%	<b>NP</b>
	EQAO Grade 6	68%	66%	<b>NP</b>
	EQAO Grade 9 Applied	79%	73%	74%
	EQAO Grade 9 Academic	77%	81%	79%
There is co-operation at their school between students and teachers.	EQAO Grade3	87%	83%	<b>NP</b>
	EQAO Grade 6	84%	83%	<b>NP</b>
	EQAO Grade 9 Applied	91%	79%	82%
	EQAO Grade 9 Academic	93%	91%	90%

Percentage of teachers who report <i>implementation or routine use</i> :	BLIP/SEF					
	Elementary			Secondary		
	2013-2014	2014-2015	2015-2016	2013-2014	2014-2015	2015-2016
Collaborative instructional leadership builds capacity to strengthen and enhance teaching and learning. (2.1)	<b>N/D</b>	72%	81%	<b>N/D</b>	66%	70%
Processes and practices are designed to deepen content knowledge and refine instruction to support student learning and achievement. (2.2)	<b>N/D</b>	76%	84%	<b>N/D</b>	73%	77%
Job-embedded and inquiry-based professional learning builds capacity, informs instructional practice and contributes to a culture of learning. (2.4)	<b>N/D</b>	66%	74%	<b>N/D</b>	61%	67%
Staff, students, parents and school community promote and sustain student well-being and positive student behaviour in a safe, accepting, inclusive and healthy learning environment. (2.5)	<b>N/D</b>	83%	84%	<b>N/D</b>	83%	85%

## E. STUDENT ENGAGEMENT, MENTAL HEALTH AND WELL-BEING

### Student Surveys

Percentage of students who	SCCSC			ST <sup>6</sup>			MSMV		
	2013-2014	2014-2015	2015-2016	2013-2014	2014-2015	2015-2016	2013-2014	2014-2015	2015-2016
Love or like school.	74%	70%	72%	79%	76%	82%	53%	63%	63%

Percentage of students who <i>strongly agree or agree</i> that:	SCCSC			ST			MSMV		
	2013-2014	2014-2015	2015-2016	2013-2014	2014-2015	2015-2016	2013-2014	2014-2015	2015-2016
Students' opinions are encouraged and included in all parts of school life.	83%	80%	82%	<b>N/D</b>	85%	84%	65%	66%	66%

Percentage of students who <i>strongly agree or agree</i> that:	MSMV		
	2013-2014	2014-2015	2015-2016
There are optional programs available to meet their needs.	72%	72%	73%
There are leadership opportunities available to all students.	73%	73%	74%

<sup>6</sup> ST = Student Transition: Your Move to High School (secondary student survey)

Percentage of students who report that it is <i>very important or important</i> for them to:	SCCSC			ST			MSMV		
	2013-2014	2014-2015	2015-2016	2013-2014	2014-2015	2015-2016	2013-2014	2014-2015	2015-2016
Participate in extracurricular activities	N/D	68%	67%	N/D	63%	62%	N/D	48%	49%
Join sport teams	N/D	58%	59%	N/D	52%	51%	N/D	36%	37%
Take part in leadership groups	N/D	60%	60%	N/D	51%	51%	N/D	38%	37%

Percentage of students who report that their feelings have affected them <i>seldom or never</i> in a negative way in:	SCCSC			ST						MSMV		
				In Grade 8			In High School					
	2013-2014	2014-2015	2015-2016	2013-2014	2014-2015	2015-2016	2013-2014	2014-2015	2015-2016	2013-2014	2014-2015	2015-2016
Their school work	54%	50%	50%	48%	50%	47%	60%	60%	55%	31%	30%	30%
Their social life	54%	51%	53%	53%	52%	51%	65%	66%	61%	39%	39%	38%
Their family life	62%	57%	61%	62%	62%	60%	69%	71%	66%	46%	47%	47%

Percentage of students who <i>strongly agree or agree</i> that:	SCCSC			MSMV		
	2013-2014	2014-2015	2015-2016	2013-2014	2014-2015	2015-2016
Their school is a healthy and active place to be.	87%	84%	86%	N/D	74%	73%
Students in their school care about each other.	76%	74%	75%	N/D	61%	60%
Their school is a happy and welcoming place to learn.	88%	83%	86%	N/D	77%	76%
Other students at their school make them feel like they belong.	84%	79%	81%	N/D	69%	69%

Percentage of students who report <i>most of the time</i> :		2013-2014	2014-2015	2015-2016
They like to read.	EQAO Grade3	43%	43%	NP
	EQAO Grade 6	40%	41%	NP
They like to write.	EQAO Grade3	50%	47%	NP
	EQAO Grade 6	41%	38%	NP
They like mathematics.	EQAO Grade3	59%	60%	NP
	EQAO Grade 6	48%	50%	NP
	EQAO Grade 9 Applied	42%	42%	41%
	EQAO Grade 9 Academic	58%	59%	59%
Mathematics is one of their favourite subjects.	EQAO Grade 9 Applied	25%	25%	26%
	EQAO Grade 9 Academic	42%	43%	44%

**Teacher Survey**

Percentage of teachers who have used the EQAO data (demographic data, assessment and questionnaire results) this year/this past semester or year to:		2013-2014	2014-2015	2015-2016
Learn more about students at the school (e.g., attitudes, activities outside of school) <sup>7</sup> <i>independently</i>	EQAO Grade3	36%	28%	<b>NP</b>
	EQAO Grade 6	40%	32%	<b>NP</b>
	EQAO Grade 9 Applied	30%	29%	32%
	EQAO Grade 9 Academic	30%	30%	31%
Learn more about students at the school (e.g., attitudes, activities outside of school) <sup>7</sup> <i>with a school team</i>	EQAO Grade3	38%	40%	<b>NP</b>
	EQAO Grade 6	36%	43%	<b>NP</b>
	EQAO Grade 9 Applied	31%	25%	39%
	EQAO Grade 9 Academic	32%	37%	43%

Percentage of teachers who report <i>implementation or routine use</i> :	BLIP/SEF					
	Elementary			Secondary		
	2013-2014	2014-2015	2015-2016	2013-2014	2014-2015	2015-2016
The teaching and learning environment is inclusive, promotes the intellectual engagement of all students and reflects individual student strengths, needs, learning preferences and cultural perspectives. (3.1)	<b>N/D</b>	87%	88%	<b>N/D</b>	83%	85%
Students' stated priorities that reflect the diversity, needs and interests of the student population are embedded in School Improvement Plans (SIPs). (3.2)	<b>N/D</b>	79%	84%	<b>N/D</b>	74%	77%
Students demonstrate a wide range of transferable skills such as teamwork, advocacy, leadership and global citizenship. (3.4)	<b>N/D</b>	77%	79%	<b>N/D</b>	78%	79%

**F. CURRICULUM TEACHING AND LEARNING****Student Surveys**

Percentage of students who report that it is <i>very important or important</i> for them to:	SCCSC			ST			MSMV		
	2013-2014	2014-2015	2015-2016	2013-2014	2014-2015	2015-2016	2013-2014	2014-2015	2015-2016
Do well in school	<b>N/D</b>	88%	92%	<b>N/D</b>	96%	95%	<b>N/D</b>	89%	88%

Percentage of students who <i>strongly agree or agree</i> that:	SCCSC			ST			MSMV		
	2013-2014	2014-2015	2015-2016	2013-2014	2014-2015	2015-2016	2013-2014	2014-2015	2015-2016
Adults/Staff/Teachers in their school have high expectations for them.	<b>N/D</b>	84%	87%	88%	89%	87%	78%	77%	77%

Percentage of students who <i>strongly agree or agree</i> that:	SCCSC			MSMV		
	2013-2014	2014-2015	2015-2016	2013-2014	2014-2015	2015-2016
They try hard to do their best when doing their school work.	92%	86%	91%	<b>N/D</b>	79%	79%
They feel that they can be successful in their school work.	94%	87%	91%	83%	84%	84%
Their school work is challenging and makes them want to try hard.	81%	77%	80%	58%	61%	63%

<sup>7</sup> In 2013-2014, question for Grade 3 and 6 Teachers was "To learn more about students at the school (e.g., their perceptions, their activities outside school)"



Percentage of students who <i>strongly agree or agree</i> that:	SCCSC			MSMV		
	2013-2014	2014-2015	2015-2016	2013-2014	2014-2015	2015-2016
There is a strong belief in their school that all students can learn.	N/D	85%	90%	76%	77%	82%

  

Percentage of students who report that their school emphasizes <i>very much or quite a bit</i> :	MSMV		
	2013-2014	2014-2015	2015-2016
Recognizing excellence in all levels of study.	64%	66%	64%

### Teacher Surveys

Percentage of teachers who <i>strongly agree or agree</i> with the following statements about their school:	2013-2014	2014-2015	2015-2016	
Quality work is expected from all students.	EQAO Grade3	89%	86%	NP
	EQAO Grade 6	83%	82%	NP
	EQAO Grade 9 Applied	90%	85%	NR <sup>8</sup>
	EQAO Grade 9 Academic	84%	86%	NR
The school culture promotes success for all students.	EQAO Grade3	88%	86%	NP
	EQAO Grade 6	85%	81%	NP
	EQAO Grade 9 Applied	92%	89%	NR
	EQAO Grade 9 Academic	90%	87%	NR
The school expects teachers to differentiate instruction to meet the needs of all students.	EQAO Grade3	98%	93%	NP
	EQAO Grade 6	90%	92%	NP
	EQAO Grade 9 Applied	91%	89%	NR
	EQAO Grade 9 Academic	93%	94%	NR

Percentage of teachers who report <i>implementation or routine use</i> :	BLIP/SEF					
	Elementary			Secondary		
	2013-2014	2014-2015	2015-2016	2013-2014	2014-2015	2015-2016
A culture of high expectations supports the belief that all students can learn, progress and achieve. (4.1)	N/D	83%	86%	N/D	77%	77%
Teaching and learning in the 21 <sup>st</sup> Century is collaborative, innovative and creative within a global context. (4.3)	N/D	65%	70%	N/D	60%	69%
Instruction and assessment are differentiated in response to student strengths, needs and prior learning. (4.5)	N/D	82%	86%	N/D	74%	80%
Resources for students are relevant, current, accessible, inclusive and monitored for bias. (4.6)	N/D	67%	69%	N/D	66%	72%

## G. PATHWAYS PLANNING AND PROGRAMMING

### Student Surveys

Percentage of students who <i>strongly agree or agree</i> that:	SCCSC			MSMV		
	2013-2014	2014-2015	2015-2016	2013-2014	2014-2015	2015-2016
It is important to take part in events that help them learn about different jobs or careers.	93%	85%	89%	N/D	82%	81%
They are familiar with the Ontario Catholic School Graduation expectations. <sup>9</sup>	79%	76%	77%	75%	76%	76%

<sup>8</sup> NR = not reported, currently under field-testing.

<sup>9</sup> For SCCCS, only Grade 8s responded to this question.

Percentage of students who report that their school emphasizes <i>very much or quite a bit</i> :	MSMV		
	2013-2014	2014-2015	2015-2016
Recognizing excellence in all program pathways.	63%	65%	63%
Continuing my education (college, career training, etc.)	76%	77%	77%

Percentage of teachers who <i>strongly agree or agree</i> :		2013-2014	2014-2015	2015-2016
The mathematics they learn now is useful for everyday life.	EQAO Grade 9 Applied	44%	46%	44%
	EQAO Grade 9 Academic	35%	36%	33%
The mathematics they learn now helps them do work in other subjects.	EQAO Grade 9 Applied	46%	48%	48%
	EQAO Grade 9 Academic	54%	56%	56%
They need to do well in mathematics to study what they want later.	EQAO Grade 9 Applied	57%	60%	60%
	EQAO Grade 9 Academic	66%	68%	67%
They need to keep taking mathematics for the kind of job they want after they leave school.	EQAO Grade 9 Applied	50%	49%	49%
	EQAO Grade 9 Academic	59%	60%	59%

### Teacher Surveys

Percentage of teachers who report <i>implementation or routine use</i> :	BLIP/SEF					
	Elementary			Secondary		
	2013-2014	2014-2015	2015-2016	2013-2014	2014-2015	2015-2016
Comprehensive education and career/life planning programs meet the learning needs, interests and aspirations of all students and provide opportunity to complete the Ontario Catholic Graduate Expectations. (5.1)	N/D	69%	75%	N/D	74%	79%
Opportunities for authentic learning experiences and experiential learning exist in all classrooms, schools and community programs. (5.2)	N/D	73%	77%	N/D	70%	75%
Students build on in-school and out-of-school experiences to further explore and reflect upon their interests, strengths, skills and education and career/life aspirations. (5.4)	N/D	74%	77%	N/D	75%	80%

## H. HOME, PARISH, SCHOOL AND COMMUNITY PARTNERSHIPS

### Teacher Surveys

Percentage of teachers who report <i>implementation or routine use</i> :	BLIP/SEF					
	Elementary			Secondary		
	2013-2014	2014-2015	2015-2016	2013-2014	2014-2015	2015-2016
The school and community build partnerships to enhance learning opportunities and well-being for students. (6.3)	N/D	74%	79%	N/D	72%	76%
Learning opportunities, resources and supports are provided to help parents support student learning and have productive ongoing parent-teacher-student conversations. (6.4)	N/D	73%	78%	N/D	67%	70%