



MEMORANDUM

Date: May 2, 2017
To: Board of Trustees
From: Tim Monds, Superintendent
Originator: Scott Johnston, Associate Superintendent
Subject: **REPORT ON ASSURANCE MEASURES**

Recommendation

That the Board of Trustees receives as information Parkland School Division's Report on Assurance Measures as presented at its regular meeting of May 2, 2017.

Background

The Report on Assurance Measures provides an overview of the *Tell Them From Me Survey on Student Outcomes* (TTFM) Report and the ThoughtExchange assurance process.

The TTFM survey enables jurisdictions and schools to measure student engagement in the social, academic and intellectual domains. The results are later included in the Division's Accountability Pillar Results Report (Fall).

The ThoughtExchange process for 2016-2017 involved 2,742 stakeholders who contributed 4,909 diverse thoughts. The ThoughtExchange results are analyzed at both a divisional and at a school level and are reported on in detail in the Annual Education Results Report (Fall).

This Report on Assurance Measures includes the top ten comment areas provided in response to the three ThoughtExchange questions:

- What are some things you appreciate about our school this year?
- What are some concerns you have about our school this year?
- What are some other things you would like to say about our year?

Administration would be pleased to respond to questions.

SJ:jc



Parkland School Division

Where the World Opens Up

Title: REPORT ON ASSURANCE MEASURES

May 2, 2017

PARKLAND SCHOOL DIVISION IS A PLACE WHERE EXPLORATION, CREATIVITY AND IMAGINATION MAKE LEARNING EXCITING AND WHERE ALL LEARNERS ASPIRE TO REACH THEIR DREAMS.

KEY MESSAGES

1. Two assurance measures were completed during February and March:
 - a. students contributed to the *Tell Them From Me* survey;
 - b. parents and community stakeholders completed the ThoughtExchange assurance process.
2. Surveys are analyzed both divisionally and at the school level and this analysis involves staff and school councils.
3. Assurance measures contribute to derived results and are provided by the Board in detail in the Annual Education Results Report, available in November each year.
4. Assurance measures and derived results (performance measures) when utilized in conjunction with engagement events provide clarity for education planning.

RELEVANT LINKS

ThoughtExchange:
www.thoughtexchange.com

Tell Them From Me:
www.thelearningbar.com

ASSURANCE PROCESS

Parkland School Division is currently engaged in a strategic planning process in alignment with Alberta's Assurance Model for planning and reporting. The Assurance Model enables a focus on priority areas that are critical to the learning needs of the students served by the Division.

The Board is guided by the Vision and Mission of Parkland School Division. It is committed to transparent and collaborative efforts to achieve its priorities through the engagement of students, staff and community. The Board takes its role very seriously when it comes to effectively managing its resources to support student learning.

An Assurance Model for planning means that the Board is committed to determining the level of confidence that our stakeholders have in our system. Assurance provides a framework for the Division to continue maintaining close alignment with the direction and goals of the Ministry but with a stronger focus on being more responsive to the needs of the Division's school communities. The Assurance Model framework enables Parkland School Division to ensure learner success through the following process:

- Develop local goals, strategies and measures that address Divisional priorities focused on ensuring student success;
- Develop strategic priorities that align with the Ministry but are more responsive to the needs of the school communities within the Division;
- Offer increased opportunities for stakeholder involvement throughout this process. Stakeholder engagement is a critical aspect of the Assurance Model and helps to build a sense of "assurance" that

Parkland School Division is indeed developing a strong educational system that puts student learning at the core of its work while being accountable for the quality of work it is doing.

In addition to reporting on derived results (Provincial Achievement Test scores, Diploma Examination scores, post-secondary transition rates, etc.), the Division gathers stakeholder feedback through student surveys and through the ThoughtExchange process. Results are critically and carefully analyzed at the school and at the division level and are presented to the Board and stakeholders in the Annual Education Results Report in November. Much like assembling pieces in a puzzle, a full analysis of the year’s successes and challenges requires all the pieces. Derived results are available in October, and will provide a greater understanding of the assurance measures derived during the previous year.

Prior to a detailed analysis at the school and division level, this report provides a categorical overview of the assurance information gathered in the February-March assurance process.

SUMMARY OF DATA

From February through March, two important assurance processes were implemented.

The ThoughtExchange process involved 2,742 stakeholders evaluating 4,909 diverse thoughts. 2,241 individuals participated in the “Star” step and assigned 170,598 stars. The process asks participants to assign stars as a measure of agreement with a particular comment. The ThoughtExchange process began on February 3rd, and included an email to our parent list and a web-link for community members.

Schools and school councils will now evaluate the information received as part of their annual assurance reporting (November, 2017).

THOUGHTEXCHANGE

What are some things you appreciate about our school this year?

Comment Area	Comments Made	Stars Assigned	People Who Starred
1. Teachers and Staff	83	4,979	927
2. Communication	26	1,539	422
3. Athletics Programs	20	1,167	226
4. Career and Experiential Learning	13	784	190
5. Food Program (Lunches and Breakfasts)	13	680	146
6. School Culture and Atmosphere	14	654	186
7. Facilities and Infrastructure	10	588	176
8. Administration and Leadership	9	478	140
9. Academics and Programming	5	363	103
10. Safety and Supervision	4	253	73

What are some concerns you have about our school this year?

Comment Area	Comments Made	Stars Assigned	People Who Starred
1. Grading and Report Cards	24	1,842	351
2. Student Behaviour and Discipline	33	1,749	381
3. Facilities and Infrastructure	30	1,526	355
4. Special Education and EA Support	13	906	213
5. Traffic and Parking	12	883	187
6. Safety and Supervision	16	813	236

7. Academics and Programming	12	593	167
8. Class Sizes	9	532	147
9. Life and Study Skills	8	477	132
10. Student Health and Fitness	9	441	119

What are some other things you would like to say about our year?

Comment Area	Comments Made	Stars Assigned	People Who Starred
1. Facilities and Infrastructure	26	2,497	518
2. School Culture and Atmosphere	33	2,486	569
3. Teachers and Staff	31	1,985	461
4. Communication	21	1,637	456
5. Appreciative Thoughts	15	972	288
6. Student Behaviour and Discipline	8	859	199
7. Teacher Workload	4	766	153
8. Supporting and Engaging Learners	6	704	184
9. Funding and Budget	7	692	176
10. Administration and Leadership	9	572	150

TELL THEM FROM ME AND ACCOUNTABILITY SURVEY

Throughout February and early March, Alberta captures student and parent information by survey.

Alberta's Accountability Pillar:

- Gives school boards a consistent way to measure their success and assess progress using a broad spectrum of measures
- Helps identify areas that need improvement and set priorities for the future
- Provides school authorities with a wide range of data showing how they are performing
- Focuses on more than student achievement, resulting in a more complete approach to accountability and system improvement

This combined data provides a picture of school authority and individual school performance, including areas of success and potential challenges that may lie ahead. School authorities and schools analyze this data and the many variables that may affect results, allowing school authorities to focus on improving student learning and achievement.

As part of the accountability process, school authorities report their Accountability Pillar results to their communities. Sharing the results with their communities allows Albertans to see how their school authority is performing. This ensures that the entire education system is more open and accountable to all Albertans.

For 2016-2017, the student survey was embedded in the Learning Bar's *Tell Them From Me* student survey. Not all students complete the survey as it is provided to students in grades 4, 7 and 10. In schools with small populations, the grade 4 survey is provided to 4, 5 and 6; the grade 7 survey is provided to 7, 8 and 9; the grade 10 survey (CFL) is presented to students in 10, 11 and 12.

At present, few jurisdictions are utilizing the *Tell Them From Me* survey format. As such, results are presented against national norms as a clear provincial picture is not available. Given that this is the final year for Alberta's pilot project with this survey, the Division will explore best practice approaches for understanding student social-emotional data.

Elementary Survey (Grade 4)	Compared to Canada
Student participation in school sports	Below national norm
Student participation in school clubs	Above national norm
Students with a positive sense of belonging	Below national norm
Students with positive relationships	Above national norm
Students that value schooling outcomes	At national norm
Students with positive behaviour at school	Above national norm
Students who are interested and motivated	Above norm
Effort	Above norm
Students with moderate or high levels of anxiety	Above norm
Effective learning time	Above norm
Relevance	Above norm
Rigor	Above norm
Students who are victims of bullying	Below norm
Advocacy at school	Above norm
Positive teacher-student relations	Above norm
Positive learning climate	Below norm
Expectations for success	Above norm

Secondary Survey (Grade 7 and 10)	Compared to Canada	
	Grade 7	Grade 10
Student participation in school sports	Below norm	Below norm
Student participation in school clubs	Below norm	Below norm
Students with a positive sense of belonging	Below norm	Below norm
Students with positive relationships	Above norm	Above norm
Hours per day spent watching TV	At norm	At norm
Hours per day spent reading books for fun	At norm	At norm
Hours per day on computers and video games	Above norm	Above norm
Hours per day spent working part-time	At norm	Below norm
Hours per day spent volunteering	Above norm	Below norm
Hours per day spent using the phone	Above norm	Above norm
Students that value schooling outcomes	Below norm	Below norm
Students that are regularly truant	At norm	Below norm
Students with positive homework behaviors	Below norm	Above norm
Hours per day spent doing homework	Below norm	At norm
Students with positive behaviour at school	At norm	Above norm
Intellectual engagement composite	Below norm	Above norm
Students who are interested and motivated	Above norm	Above norm
Effort	Below norm	Above norm
Students with moderate or high anxiety	Above norm	Above norm
Students with moderate or high levels of depression	Above norm	Above norm
Students with positive self esteem	Below norm	Below norm
Hours per day spent doing moderate physical activity	Below norm	Below norm
Hours per day spent doing intense physical activity	Above norm	Above norm
Effective learning time	Below norm	Above norm
Learning relevance to everyday life	Below norm	Above norm
Victims of bullying	At norm	Above norm
Advocacy at school	At norm	At norm
Positive teacher-student relations	At norm	Above norm
Positive learning climate	At norm	Above norm
Expectations for success	At norm	Above norm
Students planning to finish high school	Below norm	Below norm
Students planning to pursue a trade or apprenticeship	At norm	At norm
Students planning to go to college or university	Below norm	Below norm

ANALYSIS PROCESS: THE ANNUAL EDUCATION RESULTS REPORT

The Annual Education Results Report for Parkland School Division for the 2016-2017 year will be approved by the Board in November, 2017. The Board is committed to using the results in the Annual Education Results Report to improve outcomes for students, and to ensure that all students in the jurisdiction acquire the knowledge, skills and attitudes they need to be self-reliant, responsible, caring and contributing members of society.

The completion of these assurance measures begins the process of analyzing the successes and challenges of the 2016-2017 school year.