



Where the world opens up

Annual Education Results Report (Report on Assurance) For the 2017-2018 Academic Year

November, 2018



The Division's Annual Education Results Report will be communicated to stakeholders in the following ways:

- Posted to the Division website: www.psd70.ab.ca
- Copies are sent to each school, and each school council, as well as agencies within the community
- Highlights from the plan are shared with the Division through the weekly staff information bulletin "On-Line"
- School Reports may be accessed from the 'Reports & Publications' sections of school websites
- Local MLAs, Mayors receive a digital copy
- The Division's financial information may be found at: www.psd70.ab.ca/Reports.php

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ACCOUNTABILITY STATEMENT

The Annual Education Results Report for Parkland School Division for the 2017-2018 school year was prepared under the direction of the Board in accordance with the responsibilities under the School Act and the Fiscal Planning and Transparency Act.

The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the jurisdiction can acquire the knowledge, skills and attitudes they need to be self-reliant, responsible, caring and contributing members of society.

This Annual Education Results Report for 2017 - 2018 was approved by the Board on November 27th, 2018.

MESSAGE FROM THE BOARD CHAIR AND SUPERINTENDENT

As a true learning organization, we need to take the time as a school jurisdiction, a team of school administrations and as a community to reflect and look back so we can find out how we're doing in order to shift and pivot, if necessary. That's a big part of an Annual Education Results Report.

Parkland School Division is proud to be one of the key drivers of change, as we are entrusted by Alberta Education to be one of the pilot jurisdictions for the province's Assurance Model.

For more on what that looks like, we encourage everyone to visit the Education Planning pages of our websites to discover key domains and Assurance Elements (What will we see when we achieve our intended outcomes?) that formulate our plan moving forward - a plan that earns the trust and confidence from our stakeholders that we're on the right path to *Student Success and Well-Being*.

In fact, our goal of Student Success and Well-being remains the same even though we are turning the page from our previous Three-Year Education Plan. In the spring of 2018, over 100 teachers, support staff, principals, parents, and other community stakeholders gathered with our Trustees and Executive Team to envision a plan for our School Division: our new 2018-2019 Education Plan.

We hope that all our stakeholders will find themselves in this document. It's why you'll find so many direct quotes and feedback from parents, guardians and staff scattered throughout this report. We listen.

In our Accountability Statement, we commit to using this report to improve outcomes for students. We do this to fulfil our purpose in our students' educational journey. That purpose is to slowly, consistently, day by day, change the world.

Thank you everyone for making it such a great year.



Board Chair Eric Cameron



Superintendent Shauna Boyce

Board of Trustees



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Associate Supt.



Dianne McConnell
Associate Supt.



Scott McFadyen
Associate Supt.

EXECUTIVE SUMMARY

As a leading public school division dedicated to the success and well-being of each and every student, Parkland School Division prepares, engages, and inspires our students to be their best in a quickly changing global community. We believe that Parkland School Division is a community of engaged learners where exploration, creativity and imagination make learning exciting and where all learners aspire to reach their dreams.

This document is Parkland School Division's Annual Education Results Report. Parkland School Division and its family of schools have the responsibility to ensure effective engagement and the accountability for the results achieved while carrying out the education of all students.

This report provides an assurance narrative that enables a deeper understanding of Parkland School Division for last year (2017-2018) and, accordingly, for the third and final year of the Board's previous Three Year Education Plan (2015 through to 2018). As a school jurisdiction focused on the success and well-being of each and every student, Parkland School Division remains committed to an Alberta Education Assurance Model for educational planning and reporting.

An Assurance Model means that stakeholders are actively engaged in the development of local priorities and plans. The intent is that local measures, when combined with provincial ones, will provide a more balanced and complete assessment of progress on priority outcomes and goals. The engagement components included in the *Annual Education Results Report* ensure that Parkland School Division is both forward-thinking and responsive to stakeholder concerns. Assurance, as a measure of confidence, can be revealed through engagement processes. Parkland School Division and its family of schools share in the recognition of the importance of stakeholder engagement.

Parkland School Division is accountable for results and the jurisdiction is therefore required to:

- Demonstrate effective strategies for meaningful engagement in education by all stakeholders;
- Establish and ensure a system of accountability for the Division and its schools' results;
- Interpret and report results to parents, students, the Ministry of Education and the public in a manner and at a time the Minister prescribes as part of ensuring transparency; and
- Use results to improve the quality and effectiveness of education programs provided to their students and to improve student learning and achievement.

The Annual Education Results Report, including its engagement components, serves as both a useful tool for future education plans, and an historical context of the past year for future analysis. The Annual Education Results Report uses engagement measures, surveys and derived results to tell the story of Parkland School Division's previous year.

In June, 2018, the Board approved a new *Parkland School Division Education Plan* with clear, locally informed goals and enduring priorities.

LOOKING BACK: GOALS AND STRATEGIES



From 2015 to 2018, Student Success and Well-Being remained as our primary goal, with four supporting goals and two enduring priorities:

Goal 1: Inclusive Education - Parkland School Division is an inclusive education system. An inclusive education system is one that demonstrates behaviours and decisions that reflect valuing all students.

Goal 2: Quality Learning – Student success and well-being depends on quality instruction in an atmosphere that respects each learner’s independent spirit.

Goal 3: Culture of Wellness – Our students’ wellness experience significantly benefits when all stakeholders in

our system embody the character traits of well-being, such as physical literacy, lifelong health and mental wellness.

Goal 4: Universal Leadership - Student success and well-being requires collaborative leadership, at all levels, that employs calculated risk-taking and a determination to consider and implement new and innovative ideas.

Enduring Priority: Engagement – The Division recognizes that engaging all stakeholders: students, staff, and the local and global communities is an essential in providing a sense of assurance. Goals and strategies must include a consideration of how they will be shared and supported by all stakeholder groups.

Enduring Priority: Resource Stewardship - Ensuring equitable and sustainable use of our resources and ensuring financial responsibility.

Parkland School Division’s Education Plans (past and present) can be viewed at:
www.psd70.ab.ca/Reports.php

VISION, MISSION, VALUES AND BELIEFS

VISION

Parkland School Division is a community of engaged learners where exploration, creativity and imagination make learning exciting and where all learners aspire to reach big dreams.

MISSION

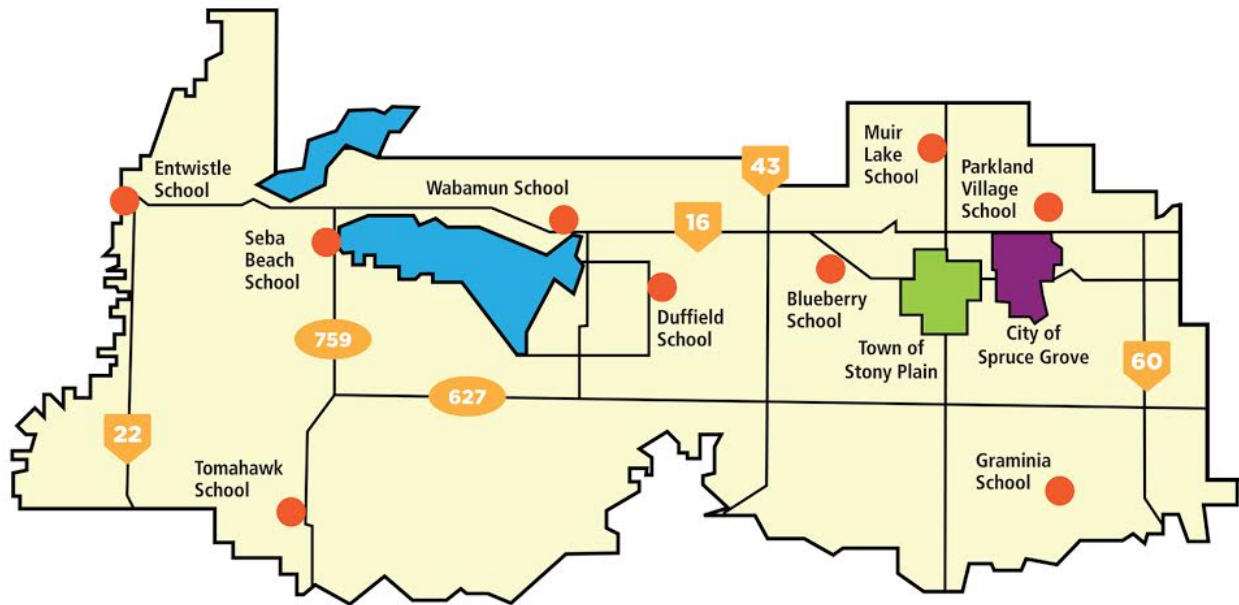
Our purpose is to prepare, engage, and inspire our students to be their best in a quickly changing global community.

VALUES AND BELIEFS

In Parkland School Division everyone is accepted and experiences a sense of belonging. Every student, no matter their ability, disability, language, cultural background, religion, sexual orientation and gender identity, has meaningful contributions to make. The following belief statements guide our decisions and behaviors to ensure that we are creating environments and engaging in practices that have their foundation in fundamental Human Rights:

- We value and respect inclusion and diversity within our schools.
- We value trust and mutual respect among all of our education stakeholders.
- We are a caring and compassionate organization – guided by what’s in the best interest of our students.
- We embrace open and honest communication.
- We believe integrity and fairness are key pillars for student growth.
- We believe learning is the foundation of all we do.
- We believe that confident, adaptable and resilient students are successful students.
- We value excellence, innovation and risk-taking.
- We value citizenship and recognize our central role in guiding students to understand their responsibilities and their place in the world.
- We are committed to providing safe and caring places for all students to learn.
- We value collaboration and engagement with students, parents and our communities. Our successes are not possible without these contributions.
- We value leadership in all places – everyone in our Division has the potential to be a leader.

PROFILE OF PARKLAND SCHOOL DIVISION



Parkland School Division sits just west of Edmonton, stretched out along highway 16 on the first leg of the route to the Rocky Mountains. At more than 100km east-to-west, Parkland School Division covers approximately 3,995 square kilometres.

Originally an agricultural region, over the past twenty-five years the economic base of Parkland School Division has grown increasingly industrial. The development of major power generation and coal mining projects, added to the production of oil and gas resources have, historically, significantly impacted our demographics. We now recognize that changes to the energy sector – converting coal to natural gas – may continue to impact our region. Additionally, the industrial and commercial developments in the Acheson Park and the Ellis and Sherwin Industrial Parks, as well as industrial parks within Spruce Grove and Stony Plain continue to promote growth in urban areas.

Changes in Alberta's economy have resulted in a noticeable population shift for Parkland School Division as more families move from rural areas to more urban centers, creating smaller rural communities with decreasing school populations.

In 2017-2018, the jurisdiction operated 22 schools (including Connections for Learning) in addition to a number of alternate learning sites, two high school outreach programs, and an institutional program.

Throughout last year, we continued to plan for the September 2018 opening of Copperhaven School.

Parkland School Division's 669 certificated teaching staff (634.51 FTE) and 490 support staff¹ (424.92 FTE) are proud to serve the following schools:

Rural Parkland School Division	Grades	Website	Telephone
Blueberry School	K-9	Blueberry.psd70.ab.ca	780-963-3625
Graminia School	K-9	Graminia.psd70.ab.ca	780-963-5035
Muir Lake School	K-9	MuirLake.psd70.ab.ca	780-963-3535
Parkland Village School	K-4	ParklandVillage.psd70.ab.ca	780-962-8121
Hamlet of Duffield			
Duffield School	K-9	Duffield.psd70.ab.ca	780-892-2644
Hamlet of Entwistle			
Entwistle School	K-9	Entwistle.psd70.ab.ca	780-727-3811
Summer Village of Seba Beach			
Seba Beach School	K-9	SebaBeach.psd70.ab.ca	780-797-3733
Hamlet of Tomahawk			
Tomahawk School	K-9	Tomahawk.psd70.ab.ca	780-339-3935
Village of Wabamun			
Wabamun School	K-9	Wabamun.psd70.ab.ca	780-892-2271
Urban Parkland School Division			
City of Spruce Grove			
Brookwood School	K-4	Brookwood.psd70.ab.ca	780-962-3942
École Broxton Park School	K-9	BroxtonPark.psd70.ab.ca	780-962-0212
Copperhaven School (Opened 2018)	K-8	Copperhaven.psd70.ab.ca	780-571-8488
Greystone Centennial Middle School	5-9	Greystone.psd70.ab.ca	780-962-0357
Millgrove School	K-4	Millgrove.psd70.ab.ca	780-962-6122
Prescott Learning Centre	K-9	Prescott.psd70.ab.ca	780-571-8079
Spruce Grove Composite High School	10-12	SGCHS.psd70.ab.ca	780-962-0800
SGCHS Outreach	10-12	SGCHS.psd70.ab.ca	780-962-1414
Woodhaven Middle School	5-9	Woodhaven.psd70.ab.ca	780-962-2626
Town of Stony Plain			
Connections For Learning	1-12	CFL.psd70.ab.ca	780-963-0507
Forest Green School	K-6	ForestGreen.psd70.ab.ca	780-963-7366
High Park School	K-9	HighPark.psd70.ab.ca	780-963-2222
Memorial Composite High School	10-12	MCHS.psd70.ab.ca	780-963-2255
Memorial Composite Outreach	10-12	MCHS.psd70.ab.ca	780-963-0840
École Meridian Heights School	K-9	MeridianHeights.psd70.ab.ca	780-963-2289
Stony Plain Central School	K-9	StonyPlainCentral.psd70.ab.ca	780-963-2203

¹ FTE statistics current as of November, 2017

GOVERNANCE

The Board is charged with the responsibility of providing, for its students and their parents, an education system organized and operated in their best interests. It exercises this responsibility through setting of local educational policy and the wise use of resources.

The Board has one main purpose, namely to provide educational services as required by the School Act.

As of the 2017-2018 school year, seven Trustees represent Parkland School Division families and stakeholders. Trustee representation covers five electoral wards that include: three Trustees in the City of Spruce Grove and surrounding area, one Trustee that represents the Town of Stony Plain and surrounding area and three Trustees that represent the rural electoral wards, made up of communities including Blueberry, Duffield, Entwistle, Graminia, Muir Lake, Parkland Village, Seba Beach, Tomahawk and Wabamun.

SCHOOL COUNCILS

Parental involvement is crucial when it comes to our children's education. Learning does not stop when the school bell rings and it takes an entire community to set up our students for success. Each year, thousands of volunteer hours are logged in schools in the areas of classroom support, clerical assistance, fundraising activities, and special event planning.

Each school in Parkland School Division is required to have a School Council according to Provincial legislation. A council is a collaborative collection of parents, school staff and community representatives who take on an advisory role to the school principal, the school's administration and the Board on matters that range from school programs, policies and budgeting. Members of the Board of Trustees attend monthly School Council meetings and send a Trustee representative to the regular Council of School Councils meetings. School Council information is available on our website within the "Our Schools" section.

The Alberta School Councils Association website is a great place to start for more information on school council governance. [www.albertaschoolcouncils.ca]

ABOUT OUR CENTRE FOR EDUCATION

Parkland School Division's Centre for Education is the administrative centre that provides support for the Division's community of schools. The Centre for Education houses Parkland School Division's executive team and administrative staff, including several important departments:

- Facilities Services
- Financial Services
- Human Resources
- Learning Services
- Strategic Planning and Communications
- Technology Services
- Transportation Services

For more information, please visit *Our Division* at <http://www.psd70.ab.ca>

STAKEHOLDER ENGAGEMENT

In our dedication to our children, we believe that engaging the community is a necessity. We are preparing our children for an uncertain future and we know we are not alone in the process of their development. Parkland School Division holds engagement as an enduring priority.

Engage Our Students – Engage our Parents – Engage our Staff – Engage our Local and Global Communities

The Province of Alberta is working to transform education so that it more effectively meets the changing needs of society and students. As a result, Parkland School continues to participate in an Assurance Model that 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 and therefore 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 priorities, elements, strategies and measures that address our focus on ensuring student success and well-being;
- 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.

The creation of a responsive plan for education depends on strong stakeholder engagement. The Board provided engagement opportunities for School Councils and stakeholders to be purposefully involved in all endeavours to achieve the goal of *Student Success and Well-Being*:

- Daily, through the commitment of our Trustees in engaging our students, staff and community;
- Daily, through the conversations and engagement that our staff has with students, staff, parents and the community;
- Monthly, through meetings established by leadership teams;
- Monthly, through School Council meetings and representation at the Council of School Councils;
- Monthly, through public Board Meetings;
- Monthly through Teacher – Board Advisory Committee meetings; and
- At various times as required throughout the year at the Board's Student Advisory Committee.

Additionally, specific engagement events and activities were held during 2017-2018 to facilitate the delivery of education, based on a model of assurance:

- August 2017, Opening day with staff, politicians, civic leaders and the business community;
- October 2017, through Leadership Planning;
- November 29, 2017, through our Parent Engagement Evening at Spruce Grove Composite High School;
- February and April 2018, through our Superintendent's Teacher Advisory Committee;
- Late February through early March 2018, through student surveys and the *ThoughtExchange* Stakeholder Engagement Event; and
- May 2017, through our combined parent and staff Education Planning event.

At the school level, schools invite their local School Councils to provide advice and input in the development of strategies for their school Education Plan. In addition, the School Council Chairs were invited to provide their input in the development of the jurisdiction's Three Year Education Plan through the Council of School Councils.

RESPONDING TO THE BROADER GOALS OF EDUCATION

We acknowledge a growing dependence on Education to provide a solid foundation for society's future, to develop citizens who will be able to use their skills and competencies to effectively resolve environmental, economic, political and cultural issues, and to ensure that the upcoming generation is healthy and active.

Expanding the definition of learner success to encompass more than academic goals creates a significant increase in community expectations of the education system and in expectations of educators. Parkland School Division's goal: *Student Success and Well-Being* encompasses the broader goals of education that have become the expectations of society and opens the door for developing an assurance model of planning and reporting. The recurring challenge, in the process of annual results reporting, is to truly and accurately capture the story of education within Parkland School Division in the 2017-2018 school year. Ours is a Division that covers many diverse communities and thousands of families across a wide stretch of geography – it's a rich narrative with a great setting.

The Division recognizes the education that teachers have always provided as an integral part of nurturing citizenship and social responsibility. Our intent is that our educators teach and model an active and healthy lifestyle, respond to growing issues that have become more prevalent with youth, and prepare students to take their place in a rapidly changing world. The Division also recognizes that adequately responding to the broader goals of education requires a community response and the support from community experts working in collaboration with educators.

This Annual Education Results Report endeavours to capture Parkland School Division's 2017-2018 school year and, furthermore, to reveal the successes and challenges we encountered as we sought to achieve our goal. As an Assurance Report the document begins with strengths and challenges identified by stakeholders throughout last year's engagement processes.

ASSURANCE – MEASURING STAKEHOLDER CONFIDENCE

Parkland School Division utilizes a robust Assurance Model to better understand stakeholder feedback. Working with an Assurance Model means that Parkland School Division and the Board of Trustees actively seeks to reveal all avenues for stakeholders to tell us how we are attending to our goals and priorities. An Assurance Model includes accountability performance measures (for instance, test results) and derived results (drop out rates, etc.).

A stakeholder is anyone impacted by our daily efforts to improve inclusive education, quality learning, wellness and leadership and therefore includes Division staff, students, parents, and the local and global communities the Division serves. Our Stakeholders' confidence is measured and considered through insightful comments made by parents, staff, community members and students. Engagement is an enduring priority for the Board and for Parkland School Division staff at all levels and this means truly listening to what our stakeholders have to say about our delivery of education.

In addition to ongoing engagement that happens when anyone speaks about learning, one of many tools used to derive stakeholder feedback is through our *ThoughtExchange* process. *ThoughtExchange* (www.thoughtexchange.com), is an online process that enables participants to read and rank responses based on two questions:

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

Parkland School Division's 2018 ThoughtExchange process involved 2,169 individuals who contributed 3,386 unique thoughts that were then sorted with 61,558 stars. Of our ThoughtExchange respondents, 76% were parents, guardians, community members and students, and 19% of our respondents were Parkland School Division staff members.

Strengths, Opportunities for Growth, Aspirations for the Future, and Desired Results are captured in the Division's analysis of our 2017-2018 engagement opportunities.

Strengths are highlighted as areas that are working well in Parkland School Division. As a learning organization, we recognize that there will always be room for growth, and we are proud of the strengths and accomplishments you have recognized in the work we do.

Opportunities for Growth are areas for growth or attention. As a learning organization, we recognize these as areas in which we need to focus more attention and we see that these are also important to you.

Aspirations for the Future are presented as goals that stakeholders would like us to set or continue working on in the near future. Our stakeholders have shared a vision for where we need to go and where we will be when we've mastered our strengths and eliminated growth areas.

Desired Results capture expectations for measuring success. In other words, how will we know that we know we are successful?

THE BOARD OF TRUSTEE'S THREE YEAR PLAN (2015-2018)

In 2015-2016 Parkland School Division's Board of Trustees approved an ambitious Three-Year Education Plan that was generated through an Assurance Model; this means the Plan was established with significant involvement by our parents and other stakeholders. The Plan established enduring strategic processes (enduring priorities) that will always be considered in the generation of strategies (forward-thinking actionable plans). These strategies enable us to achieve our outcomes (captured in our over-arching goals).

Our goal: Student Success and Well-Being. Students will be encouraged to explore, create, imagine, and engage in lifelong learning as they develop competencies that prepare them to enter the world of post-secondary studies or work. The Division believes that student success is closely linked to student well-being and the development of social-emotional assets that build resiliency and is therefore committed to the development of the whole child at all levels of their education. The goals, outcomes, priorities and strategies identified in the Education Plan are focused on the achievement of the goal: Student Success and Well-Being.

Two enduring priorities continued to guide the work of the Division. These priorities are considered to be enduring as they are necessary priorities to consider in establishing any goal:

The Enduring Priority of Engagement: Engaging all stakeholders: students, staff, and the local and global communities. Goals and strategies must include a consideration of how they will be shared and supported by all stakeholder groups.

The Enduring Priority of Resource Stewardship: Ensuring equitable and sustainable use of our resources and ensuring financial responsibility. Goals and strategies must include a consideration of how they will utilize limited resources with maximum results.

In addition to the enduring priorities listed above, the 2015-2018 Three Year Education Plan included the goals necessary to achieve student success and well-being:

Inclusive Education: Parkland School Division is an inclusive education system. An inclusive education system is one that demonstrates behaviours and decisions that reflect valuing all students. The Division is committed to achieving this goal and to fulfilling the provincial mandate for inclusion.

Quality Learning: Student success and well-being depends on quality instruction in an atmosphere that respects each learner's independent spirit. Quality teaching practices promote the development of innovation and creativity while attending to meaningful assessment and reporting practices. Quality Learning builds on the Division's Inclusive Education goal in that all students are connected to the Programs of Study and all students have the supports and educational quality necessary to achieve success.

Culture of Wellness: Parkland School Division is committed to Student Success and Well-Being. The Division recognizes that, as a system, well-being must be inherent in all stakeholders, and therefore is committed to fostering physical literacy, mental health, lifelong health and well-being at all levels. The Division believes that student success is closely linked to student well-being and the development of social-emotional assets that build resiliency.

The development of citizenship and social responsibility contribute to wellness and are integral to the delivery of a broad and comprehensive program of studies. The Division is dedicated to the development of the whole child.

Universal Leadership: Student success and well-being requires collaborative leadership, at all levels, that employs calculated risk-taking and a determination to consider and implement new and innovative ideas. The Division's Board of Trustees has had a long-standing commitment to a Generative Governance Model that is intended to generate public confidence in all facets of the system and continues to embrace the direction set by Alberta Education. The Division's clear strategic direction will be maintained, administered and reviewed on an ongoing basis to ensure true stewardship of resources. As a learning organization, the Division recognizes continued improvement through a commitment to leadership at all levels.

The sections that follow examine our stakeholder confidence (strengths, opportunities, aspirations and results) with respect to each of the four goals and enduring priorities.

ENGAGEMENT IN ACTION

The *ThoughtExchange* process involves “crowd-sourcing²” ideas presented by the stakeholders. An idea that is respected and appreciated gains admiration through a process of assigning stars. Ideas that generate more interest are presented as having a greater affinity among the participants.

The Division recognizes that every comment – every unique idea – is important enough for a stakeholder to take the time to submit. Analyzing the results and appreciating the input from so many stakeholders takes time. Our *ThoughtExchange* process involves returning to the results often throughout the year to derive meaning from the messages.

Throughout 2017-2018, our members of Parkland School Division's Leadership Team of principals, assistant-principals, school support staff, directors and executive analyzed and interpreted the results at the Division and School levels. These results are presented in congruence with the Division's goals and priorities.

Where possible, we provide a direct quote from our assurance processes that serves to exemplify our stakeholder perspective.

² Crowd-sourcing: the practice of obtaining needed services, ideas, or content by soliciting contributions from a large group of people, including from an online community.

INCLUSIVE EDUCATION

Throughout the 2015-2018 three-year planning process, Inclusive Education remained a significant goal for the Division.

We established our Inclusive Education goal with a strong statement of belief:

Parkland School Division is an inclusive education system. An inclusive education system is one that demonstrates behaviours and decisions that reflect valuing all students. The Division is committed to achieving this goal and to fulfilling the provincial mandate for inclusion.

In Parkland School Division everyone is accepted and experiences a sense of belonging. In full adherence to the Alberta Human Rights Act, all persons are equal in: dignity, rights and responsibilities without regard to race, religious beliefs, colour, gender identity, gender expression, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family or sexual orientation. In Parkland School Division every student has meaningful contributions to make. Using the Alberta *Programs of Study* as the framework for learning, every student is engaged in meaningful and authentic ways.

All students are treated equitably; they get the support needed when they need it, and for the intensity and duration of time for which they need it.

Our classrooms today are much different than they used to be and teachers are experiencing more and more diversity within our student population. Successful implementation of an inclusive education system requires a plan that includes: developing a common understanding, building capacity among staff and community so that they feel they can make the changes necessary to be successful and aligning our funding, assurance (data and evidence) and policies to the outcomes that we identify.

Parkland School Division staff members have worked diligently to ensure that the Board of Trustees' Education Plan aligns with Alberta Education's direction for Inclusive Education.

Flexible and responsive supports within Parkland School Division include:

- Universal supports - incorporated into the environment for all learners, such as flexible learning resources and technologies, differentiated instruction and positive behaviour supports;
- Targeted strategies or interventions - for learners who need more specialized learning opportunities or access to more specialized expertise; and
- Specialized/Individualized supports - that directly relate to individual learning needs such as the use of sign language interpreters, alternate and augmentative communication systems, or mental health support.

2017 – 2018 EDUCATION PLAN OUTCOMES

- 1.1 All students achieve student learning outcomes across the Alberta Programs of Study
- 1.2 Students have the supports and services they need to access and be successful within their educational programs
- 1.3 Students feel that they are welcome in their schools and that they can contribute
- 1.4 Staff demonstrate the ability to meet the diverse needs of all students
- 1.5 Students are thoughtfully engaged with, and actively connected to cross-cultural experiences and historical perspectives

INCLUSIVE EDUCATION – STAKEHOLDERS SPEAK TO OUR STRENGTHS

“ [Our School] seems to understand that not all kids fit in the box and are willing to help them as needed. ”

As indicated in our belief statement, an Inclusive education system is one that demonstrates behaviours and decisions that reflect valuing all students.

“ How hard our teachers are working in the classroom, balancing inclusion, behaviours, special needs, technology and incorporating new learning practices. [They] stay on the leading edge of innovative learning and provide as many opportunities as possible for students to be successful in their learning. ”

We appreciate that our educators diligently attend to making learning meaningful.

“ The staff pushes my son to strive in his studies and better himself and he enjoys his class and teachers because of it. My son has special needs and his teacher is very patient with him. Because of this, my son is so excited to go to school every day and learn. ”

The quote above captures the concept that meaningful engagement comes in many forms.

“ I feel that the staff has very good diversity in regards to politics, hobbies and beliefs. I believe this teaches the kids that just because we may or may not think exactly alike, we can still get along and be respectful to each other. ”

Alberta Education’s Inclusive Education website notes: Inclusion is not just about learners with special needs. It is an attitude and approach that embraces diversity and learner differences and promotes equal opportunities for all learners in Alberta. Alberta’s education system is built on a values-based approach to accepting responsibility for all children and students. We diligently attend to ensuring Parkland School Division is an inclusive school division.

Notable Achievements for 2017-2018 Include:

- The Learning Services Department was restructured to further support our Continuum of Supports and Services model;
- We continued to develop the infrastructure within the Division to allow us to provide timely response in the provision of a Continuum of Supports and Services (school-linked teams, school-based teams and access to specialized services through the Regional Collaborative Service Delivery Model);
- We continued to build capacity to effect changes in teaching practices to ensure that all students have appropriate and effective programming (Learning Leaders, Inclusive Education Leads, and a comprehensive PD plan for staff to access);
- We continued with the Early Years Evaluation (EYE) and analyzed results to inform inclusive, play-based programming across our Division;
- We continued to support schools in the expansion of early childhood programming within the Division;
- We implemented an optional nature-based Kindergarten program;
- We continued to utilize the engaged student learner profile tool, to be used for teachers to develop a common language around identifying students’ needs;
- We explored students as Action Researchers; this process involved:
 - Students asking questions that will guide their learning;
 - Students knowing what they are learning and have an authentic reason for learning;
 - Students utilizing criteria to make decisions;
 - Students are able to provide effective feedback to peers to assist them in their learning.

INCLUSIVE EDUCATION – STAKEHOLDERS SHARE OPPORTUNITIES FOR GROWTH

Through stakeholder engagement methods, a commonly shared concept is that Inclusive Education may present challenges for the enduring priority of Resource Stewardship: how do we best access resources to provide effectively for individual needs? Our stakeholders noted that we need to ensure all staff are supported with professional learning and other resources including adequate funding.

“ *Lack of support for students with needs. - Students are placed into classrooms without the necessary support for them and teachers to all be successful. This costs all students and teachers.* ”

We recognize that all education stakeholders and partners, including school and jurisdictional staff, families, community service providers, post-secondary institutions, teacher preparation programs and government are committed to the success of all learners. This is important work and as challenges increase, so too will we be required to respond to the demand.

“ *Inclusion is great, inclusion without supports is a detriment to all students and staff.* ”

This second quote adds to the concept that more resources will continue to be required. Alberta Education notes: Inclusive Education funding is allocated to school authorities through a formula that aims to ensure an equitable distribution of funding. Funding is not determined through coding. School authorities distribute the funding they receive based on the needs of students within their school communities. Within Parkland School Division, we endeavour to provide resources, with equity, to all schools.

“ *I have concerns about the number of students with behaviour and learning needs that take away teaching time from the majority of students. The proper supports and supervision are not put in place. These students have acted aggressively toward my child and affected learning.* ”

Schools adhere to Codes of Conduct established at the school and Divisional level. Additionally, the School Act provides for expectations for student learning and behaviour in schools. Parkland School Division's Administrative Procedure 355 – Student Discipline attends to responding to student behaviour when it does not meet an expected code of conduct. In Parkland School Division, discipline is a private matter – whereas celebrations of positive behaviour are public. In short: a response not witnessed to a behavioural challenge does not mean a response to the behaviour did not happen.

INCLUSIVE EDUCATION - ASPIRATION FOR THE FUTURE

Our stakeholders continue to expect that we will improve at implementing inclusive education. The 2017-2018 stakeholder engagements highlighted some shared concerns with respect to inclusive education.

Some stakeholders capture a desire for students to feel confident as they transition to a new grade, or a new school, to post secondary and the world of work beyond. In previous years, stakeholders represented a desire for greater financial literacy; this concern was not strongly evident in the 2017-2018 assurance process.

Stakeholders note that the future for Inclusive Education depends on sustainable funding:

“ If we want to make a difference in the lives of students and make positive changes to our communities, we need to focus on funding at the student level. ”

The Division will continue its focus on Resource Stewardship and endeavour to provide equitable support in a timely manner.

We remain proud of our teachers and support staff for their contribution to the complete lives of our students. Parkland School Division is truly a place where exploration, creativity and imagination make learning exciting and where all learners aspire to reach their dreams.

INCLUSIVE EDUCATION - EXPECTED RESULTS

Information presented through *ThoughtExchange* revealed a shared perspective that our stakeholders want us to meet the needs of each and every learner. Questions remain regarding Inclusive Education implementation.

Our Leadership Team conversations recognize that achieving results in this Inclusive Education area will be demonstrated by the facts that:

- People will be more aware and feel more confident that all students' needs are being met; and
- Needs are met through a variety of supports (not just through an Education Assistant);

There is a shared understanding that the rate of diversity within our schools is growing faster than our perceived-future capacity to support diversity. Needs in education shall be addressed through planning and design with intent.

We remain focused on providing clarity that the concept of Inclusion (including what it is and what it isn't) becomes well understood by all stakeholders. Our stakeholder engagement process identified that stakeholders are still considerably confused regarding the topic of Inclusive Education. We remain hopeful that confidence will increase as we improve our ability to share what we are doing (and why we are doing what we are doing) to support learning in a variety of ways.

Our stakeholders presented the following as expectations for Inclusive Education:

- Universal, targeted and individualized supports will be present;
- More intensive and accessible mental health supports are available (e.g., counsellors).
- Improved targeted communication;
- Improved preparation for high school and post-secondary; and
- Financial education.

Overwhelmingly, parents want to see that their children are safe and enjoying learning:

“ I feel the staff are very caring and truly want to be a part of my children's academic life. It feels good knowing my kids feel safe and loved at school. ”

This final quote should capture the heart of every parent – student success and well-being means that our children are safe and loved at school.

QUALITY LEARNING

Student success and well-being depends on quality instruction in an atmosphere that respects each learner's independent spirit. Quality teaching practices promote the development of innovation and creativity while attending to meaningful assessment and reporting practices.

Quality Learning builds on the Division's Inclusive Education goal in that all students are connected to the Programs of Study and all students have the supports and educational quality necessary to achieve success.

In 2017-2018 the Division continued to engage in a partnership with the University of Calgary to support Lead Team and Learning Leaders from each school to develop a process model for continuous improvement that supports our Quality Learning Framework.

2017 – 2018 EDUCATION PLAN OUTCOMES

- 2.1 Students experience, and can effectively demonstrate and achieve, student learning outcomes and competencies across the Alberta Programs of Study
- 2.2 The Division develops and aligns to a Quality Learning Framework
- 2.3 Students demonstrate proficiency in literacy and numeracy
- 2.4 Students complete high school and are able to transition successfully into careers and active citizenship
- 2.5 The Division promotes the design and delivery of excellent teaching practices consistent with the Teaching Quality Standard, to promote student achievement
- 2.6 Learning is differentiated in a manner that best suits each learner
- 2.7 Teacher preparation, collaboration and professional growth centers on the design of quality learning and the competencies needed to help students learn
- 2.8 The Division explores and develops divisional strategies for teaching, assessing and reporting leading to higher student achievement
- 2.9 Learning effectively connects students to the world outside of school and provides a greater audience for students to share and collaborate

DIVISIONAL FIRST NATIONS, MÉTIS AND INUIT OUTCOMES FOR ELIMINATING THE ACHIEVEMENT GAP

- 2.A.1 First Nations, Métis and Inuit students are successful in meeting provincial standards
- 2.A.2 Teacher preparation, collaboration and professional growth promote increased competencies in demonstrating and understanding of First Nations, Métis and Inuit perspectives
- 2.A.3 All students, teachers and school leaders learn about First Nations, Métis and Inuit perspectives and experiences, treaties and the history and legacy of residential schools
- 2.A.4 Year over year improvement in First Nations, Métis and Inuit student success at

meeting provincial diploma examination standards (acceptable and excellence) in core subject areas

2.A.5 Year over year reduction in annual drop-out rate for First Nations, Métis and Inuit students

QUALITY LEARNING – STAKEHOLDERS SPEAK TO OUR STRENGTHS

Parkland School Division values learning as the foundation of all that we do. Our stakeholders appreciate the collaboration of colleagues and teaching staff. Stakeholders observed that staff supports each other and that students are being provided with ways to succeed.

We continually receive feedback on our teachers and school staff that is overwhelmingly positive. Our stakeholders first and foremost recognize the time and effort that teachers and support staff dedicate for the success and well being of all learners.

“ The teachers inspire an excitement for learning. - I enjoy the teachers and how they inspire some really cool learning. ”

There is a strong degree of satisfaction in the quality of education being provided in Parkland School Division. Parent survey measures through the Accountability Pillar remain strong, demonstrating that 87% of stakeholders are satisfied with the quality of basic education provided over the past three years.

Our stakeholders observed that there are high levels of commitment on part of staff members to student learning. There is a noticeable focus on teaching the whole child. We celebrate the success of our educators and support staff and appreciate the following comments:

“ Top notch staff/admin - Great people who care deeply about kids. ”

And...

“ I appreciate how much the teachers do care and invest into our kids. - Kids need to feel valued. All of my kids like their teachers and believe their teachers like them, even the one who “hates” school. ”

And...

“ The secretaries are AMAZING! They set the tone for people first entering the school. Very helpful! It’s important this continues as it is role modelling. ”

And...

“ The kindness and respect I see shown by staff and students. These traits you can’t teach but children model behaviour of adults in their life and if they are treated with kindness, they learn to treat others. ”

And...

“ Putting the students first. It has been amazing to see that (whenever possible) the focus is on what is best for the students, not only on what makes the school “look” good. ”

And...

“ The administration and teachers go above and beyond to assist the students and answer the parents’ questions/inquiries regarding anything. Transparency and openness with guardians/parents is essential when working together to educate kids. ”

And...

“ I love how friendly the staff are. Always smiles in the morning. ”

Parkland School Division’s educators and support staff remain committed to closing the achievement gap with First Nations, Métis and Inuit students.

“ The active stance the school has taken to embrace indigenous ways of knowing beyond the classroom and program of studies. Students need to see indigenous ways of knowing as a valuable and valid way of life. ”

And...

“ I like the progress we are making with building a more visible indigenous culture in our school. ”

Notable achievements for 2017-2018 include:

- Work continued with principals to support the development of school impact plans that target research-informed, evidence based improvements in student learning;
- Work continued with the University of Calgary to align professional practice with the Principal and Teaching Quality Standards;
- We continued to focus on formative assessment and feedback to improve student learning;
- We continued to develop school-based leadership teams to create conditions in schools that support collaborative cultures of continuous learning among staff;
- We continued to evaluate assurance measures to ensure that all students are well-connected to the provincial programs of study;
- We continued professional development opportunities to improve the professional practice of teachers in French Immersion classrooms;
- We connected educators throughout the district to share learning, build knowledge and collaborate to improve quality learning for students (PSD Learning Day, PSD Research Teams);
- We continued to implement the Learning and Technology Policy Framework and each school developed a plan to meet established outcomes;
- We worked with Paul First Nation to improve access to quality programming, supports and improved communication;
 - Our partnership contributed to achieving a “Building Capacity and Collaboration Grant” that enabled us to hire a community Indigenous Facilitator;
- We worked with our community partners to co-design the National Aboriginal Awareness Day celebration; and
- We worked with our community partners to engage in cultural conversations and Indigenous teachings (including tea and bannock nights and sweat lodge teachings).

QUALITY LEARNING – STAKEHOLDERS SHARE OPPORTUNITIES FOR GROWTH

There is an overlapping nature that exists between Inclusive Education and Quality Learning and so many comments speak to the challenges that exist in today's learning environments. Within the context of Quality Learning, stakeholders expressed a significant concern with the challenge of responding to diverse needs in the classroom. To this end, the highest ranked comment captures classroom complexity and the need for adequate funding:

“ Student needs in the classroom have increased with Inclusion but the supports (Educational Assistants, Speech Language Pathologists, Occupational Therapists, etc.) have not grown to accommodate. The increased workload is falling on the classroom staff and students are losing out on valuable teaching time. ”

A few stakeholders captured their concern with reporting progress. While we note that there were only a few comments (representing approximately 3% of noted concerns), they were comments that were supported by many stakeholders.

“ The report cards are not informative, and truly you don't know how your child is doing. ”

And...

“ We need to get back to a graded report card at least for the junior high level. Some students think that they only have to strive to be mediocre. ”

And...

“ I feel like the concerns regarding the report cards have not been heard. It is important that they understand that parents and teachers have valid opinions how and what report cards should look like. ”

And...

Homework-less activities are insufficient for some subjects, particularly math. Math needs lots of practice. Without homework, there is less practice. When both parents work, we don't have time to research math for our kids. Teachers should provide sufficient exercises in line with [their] teaching plan.

And...

Too little information about how my child is performing. There's a bombardment of information about what the class is studying, but I know almost nothing about how my child is doing in the classes.

Parkland School Division is currently conducting an analysis of the reporting process. It is essential to ensure that stakeholders understand the difference between assessment and reporting. Assignment grading and regular, timely communication helps to ensure that parents and students understand their learning process and where students must focus their attention. Report cards provide a one-time summary of how a student has performed. The emphasis must be placed on regular communication. When the assessment/reporting formula is working well, the student, student's teacher and parent are all well informed on the student's development of competencies and the plan for growth going forward.

QUALITY LEARNING - ASPIRATION FOR THE FUTURE

Given the concerns raised, our stakeholders noted strong support for reduced class sizes wherever possible and increased opportunities for academic support. Stakeholders continue to advocate for a focus on supporting the whole child and ensuring students have access to counseling and mental health supports to make sure they are ready to learn. There is a strong correlation between the outcomes that pertain to Quality Learning and those that pertain to Well-Being.

The following stakeholder comment captures a desired future state for learning for all students:

Creative staff develop high quality learning experiences for students; from debates, to research to inquiry and everything in between! Rich learning experiences help students to deeply understand the context and skills required for this year and future learning.

Parkland School Division adheres to Alberta Education's *Learning and Technology Policy Framework's* five policy directions³:

1. Student-Centred Learning: Technology is used to support student-centred, personalized, authentic learning for all students.
2. Research and Innovation: Teachers, administrators and other education professionals read, review, participate in, share and apply research and evidence-based practices to sustain and advance innovation in education.
3. Professional Learning: Teachers, administrators and other education professionals develop, maintain and apply the knowledge, skills and attributes that enable them to use technology effectively, efficiently and innovatively in support of learning and teaching.
4. Leadership: Education leaders establish policy and governance structures, cultivate innovation and build capacity within the system to leverage technology in support of student-centred learning.
5. Access, Infrastructure and Digital Learning Environments: All students, teachers, administrators and other education professionals have access to appropriate devices, reliable infrastructure, high-speed networks and digital learning environments.

Parkland School Division is actively involved in provincial initiatives with respect to the Learning and Technology Policy Framework.

“ Technology incorporated. Obviously, this is where learning is going. Glad to see it is not forced but encouraged. ”

And yet, all things in balance:

“ Nature at school. With the increase of technology and screen time, it is nice to bring the kids back to the basics. ”

The Division's schools continue to appreciate the Board's Network Infrastructure Refresh Project that brought significant bandwidth increases to all schools. The Division will continue to explore technology improvements that increase learning. Technological leadership through quality teaching is additionally captured in this report's section on Universal Leadership.

³ Alberta Education's Learning with Technology Overview:
<https://education.alberta.ca/learning-with-technology/overview/>

Stakeholders also noted appreciation for the support received through our School Fundraising groups:

“ School Admin and Parent Council are working hard to keep up with technology demands and shortfalls in the classroom. Each year more and more school owned devices fail and need replacing. Fundraising efforts help keep those devices in good repair. ”

We truly appreciate the support of all stakeholders.

QUALITY LEARNING - EXPECTED RESULTS

During 2017-2018, members of Parkland School Division’s Leadership Team continued professional learning in alignment with Parkland School Division goal for Quality Learning. Teachers focus their professional development on delivering a high-quality education for all students.

While the Division’s stakeholder engagements have not captured significant feedback with respect to provincial assessments (Provincial Achievement Tests and Diploma Examinations). Students performed well on Diploma Examinations in 2017-2018 and achieved modest growth on Provincial Achievement Tests (grades 6 and 9). The Division will continue to work to ensure student performance on achievement tests continues to improve at both the standard of excellence and acceptable standard. Accountability results are captured in the *Derived Results* section of this report.

CULTURE OF WELLNESS

Parkland School Division is committed to Student Success and Well-Being. The Division recognizes that, as a system, well-being must be inherent in all stakeholders, and therefore is committed to fostering physical literacy, mental health, lifelong health and well-being at all levels. The Division believes that student success is closely linked to student well-being and the development of social-emotional assets that build resiliency.

The development of citizenship and social responsibility contribute to wellness and are integral to the delivery of a broad and comprehensive program of studies. We are dedicated to the development of the whole child. This is a significant goal for the Division and it is expected that a commitment to wellness is modelled at all levels of education (staff, students and community). The Division recognizes that an Inclusive Education system that promotes Quality Learning will directly contribute to wellness.

Through our 2017-2018 engagement processes, the Division recognized that wellness remained a key concern for parents, students and staff.

2017 – 2018 EDUCATION PLAN OUTCOMES

- 3.1 Students, staff and parents have access to, and embrace a culture of wellness that promotes safe and healthy learning environments, healthy lifestyle choices and positive peer relationships
- 3.2 The Division cultivates leadership dedicated to wellness and youth resiliency
- 3.3 The Division supports wellness initiatives that:
 - promote healthy choices and wellness education,
 - teach the importance of caring for and respecting others,
 - teach conflict resolution, and
 - teach the importance of treating others with fairness and kindness
- 3.4 Students, staff, parents and community stakeholders model and foster confidence, participation and motivation to be mentally engaged and physically active
- 3.5 The Division reduces disparities in risk factors and supports the promotion of mental health through an increase in mental health programs and services
- 3.6 The Division's schools establish effective strategies to ensure students' an opportunity to connect with the natural world

CULTURE OF WELLNESS – STAKEHOLDERS SPEAK TO OUR STRENGTHS

The Wellness Initiative was established in 2012 by the Board to support the goal of Student Success and Well-Being. Since that time, the initiative has been well-recognized by school communities, the tri-municipal region, and the province at large because of the meaningful relationships and unique health and wellness opportunities that it has afforded children, youth and families.

The Wellness Initiative focuses on four pillars:

- Mental Health
- Physical Literacy
- Nutrition
- Collective Impact

In addition to directly supporting schools in understanding and implementing a comprehensive health approach, the Wellness Initiative supports schools by connecting them to community resources or bringing opportunities for partnership to them.

Our stakeholders continue to promote, at the highest level, that there is a need for more mental health support and services. These requests come directly from our assessments and qualitative data taken from parents, teachers, staff and community.

“ I appreciate that my son has been supported with his mental health needs. The stigma around mental health needs to be discussed. ”

Our focus on a Culture of Wellness has made physical literacy and mental health priorities shared by our community partners.

During the 2017-2018 school year, Parkland School Division continued its partnership with the TransAlta Tri Leisure Centre Play Parkland that included regular physical literacy experiences for children and youth in multiple environments including land, ice and water.

In general, our stakeholders appreciate our schools’ commitment to the physical well-being of our students:

“ Play Parkland. An excellent program that promotes fitness and allows all students to participate in a variety of sports. My children love it. ”

And..

“ The amount of activity and outdoor play my child gets. Being active and getting outside helps the brain and body, so I’m all for making them move as much as possible. ”

And...

“ The spirit of the school is contagious. The students like to cheer on the teams that are playing after school and enjoy being in the after-school activities. ”

The Division recognizes that positive mental health strategies such as healthy relationships, nutritious foods, physical activity and a safe, creative physical environment (natural settings, flexible learning environments, etc.) are the most cost-effective and timely solutions for school communities.

Parkland School Division is taking a pro-active approach and future planning may seek opportunities that drive change beyond the Division. The complexity around childrens’ mental health has grown beyond what a single system can manage. We are dependent on the health of our communities to address this complexity. No single sector can provide the resources required to provide holistic solutions to the increase in mental health issues in our children and youth.

Overall, stakeholder feedback remains positive for this ambitious goal and our schools are recognized for generating positive and welcoming cultures for learning.

“ I appreciate what’s happening to support students and families. The school counselor and community support worker, teachers and admin are helpful. ”

And...

“ We appreciate the school spirit and sense of community that comes with being in a small school. Our child enjoys school very much and is beginning to develop some strong friendships and a sense of pride for his school. His teachers are passionate and enthusiastic, and we appreciate their commitment. ”

The on-going development of the district Wellness Initiative allows the division to develop strategic partnerships and resources through the use of a collective impact approach to fostering comprehensive school health within Parkland School Division. In the past six years, our relationship with local private and public partnerships has grown through the formalization of a citizen network group called *Achieving Community Together*. This group has fostered stronger, more authentic local ties to addressing complex social issues that affect education outcomes.

At the provincial level, the Division continues to support its relationships with *Ever Active Schools*, the *Alberta Health Schools Wellness Fund*, *Physical Literacy and You (P.L.A.Y.)*, and the *Alberta Medical Association* through the Primary Care Networks.

At a national level, the Division has formal partnerships with the *JW McConnell Family Foundation*, *RBC Foundation*, *Physical and Health Education Canada*, and the *Tamarack Institute for Community Engagement*.

The dynamic relationships between local and national partners has driven the work of wellness away from programmatic solutions towards social innovation and community engagement. Authentic collaboration across sectors continues to be required by private and government funders. Partners within education, healthcare, recreation and justice are beginning to shape-shift internal human and fiscal resources to provide proactive, creative responses to today's social and technological complexity. Collaboration is measured by the trust built between system's stakeholders using informal and formal activities to elicit new ways of seeing problems and solutions.

Notable achievements for 2017-2018 include:

- We continued to exercise strategies such as the Change Summit that demonstrate how our schools' health complexities are tied to the health of our community;
- We continued to advocate for stronger school community partnerships that result in an improved understanding of the role of education in civic society as these community relationships are also the key to funds development for our schools;
- We continued to promote the idea of network weaving to inspire students, staff and community stakeholders to advance authentic, intentional conversations that foster quality learning environments for youth;
- We deepened our strategies to provide timely, effective staff wellness supports that model professional development around the philosophy: *if we know the SELF, we can understand the OTHER*; and
- We worked with the *Primary Care Network* and our partners in *Paul First Nation* to support systems-design thinking that can accelerate our community impact on the health issues facing our schools.

CULTURE OF WELLNESS – STAKEHOLDERS SHARE OPPORTUNITIES FOR GROWTH

Several stakeholders presented a need for continued involvement in health initiatives. As a positive aspect of participating in an assurance model, we continue to note a decrease in concerns in this area from previous years and this supports our ongoing, increased attention to this area. One stakeholder captured the need for continual improvement:

“ We do not follow through with our discussions on mental health. We raise awareness but we do not offer strategies or solutions. Knowing you’re not alone is a great first step, but we need to give students a step-by-step procedure to follow if they want help. ”

Stakeholder engagement methods noted a decrease from previous years with respect to student anxiety, but remained consistent in comments with respect to bullying and mean behaviour exhibited by students.

“ As a new middle school parent, I am seeing a lot of mean behaviour among students. There is more nastiness and physical confrontations which didn’t seem to happen in elementary. ”

While the Division recognizes the benefit of targeted therapies, the intent of the Wellness Initiative remains to design universal strategies that support the entire school culture.

Stakeholders identified that parents look for help with challenging student issues:

“ I’d like to see more participation in community wellness initiatives by the school and its students. I think children need to get involved with their community early in life, especially now with the high rate of youth mental illness. ”

To this end, Parkland School Division provided a series of parent engagements. The Division’s *Strong Families Series* provided a number of sessions, including:

- September – Parenting Conference
- October – Empowered Parenting
- November – Mindfulness and the Overly Scheduled Life
- December – Helping Your Anxious Child and Teen
- January – Developing Your Child’s Growth Mindset
- February – ADHD: Don’t Lose Hope
- March – The Teen Brain: What Were They Thinking? / Fentanyl 101 (separate session)

- April – Parenting Behaviour to Success
- May – Supporting Our Kids and Teens Through Transitions

It is important to know that, while there were few comments on nutrition in our engagement process, it is a complex issue that arises in our schools every day. The Division is committed to keeping nutrition as a cornerstone of our Wellness Initiative.

CULTURE OF WELLNESS – ASPIRATION FOR THE FUTURE

As indicated earlier, A Culture of Wellness includes direct strategies to keep children moving and socializing in a positive manner. Moving forward, the Division will continue to reveal strategies that make the most of children’s time at school and support quality learning.

Our stakeholders have some thoughts on this matter:

“ I would like to see our schools putting more of a focus toward environmental education and green initiatives. A few notable changes have been done already, but I think this should continue to be a focus and allow the children to be champions. ”

Stakeholder feedback on *A Culture of Wellness* also merges with student safety. Our Accountability Survey determined that 83% of teachers, parents and students agree that students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school. Nevertheless, this is an area that will always be in focus.

Other successes in 2017-2018 that will continue into the future include:

- Continued support for involvement of the Division’s Wellness Coordinator;
- Divisional support for children and families with mental health; and
- Continued partnership with Paul First Nation.

CULTURE OF WELLNESS – EXPECTED RESULTS

It is challenging to present targets for wellness. Ideally the Division continues to seek strategies that promote resiliency within our community. Wellness cannot simply exist in one sector and must be a focus for all stakeholders involved in the lives of children.

Conversations continue to occur across the province regarding strategies and measures for student, staff, and family well-being. To this end, the Board has determined that a Wellness Culture shall remain as an enduring priority.

UNIVERSAL LEADERSHIP

Student success and well-being requires collaborative, universal leadership that employs calculated risk-taking and a determination to consider and implement new and innovative ideas. The Division's Board of Trustees continues to embrace a Generative Governance Model that demands public confidence in all facets of the system. The Division's clear strategic direction will be maintained, administered and reviewed on an ongoing basis to ensure true stewardship of resources.

As a learning organization, the Division recognizes continued improvement through a commitment to leadership at all levels. The Division celebrates and encourages leadership to occur anywhere at any time to foster and improve the specific strengths, competencies and knowledge of every individual.

2017 – 2018 EDUCATION PLAN OUTCOMES

- 4.1 The Division attends to Student Success and Well-Being through innovation, leadership and collaboration
- 4.2 Leaders engage in professional development that enables innovation and research-informed practices in support of learning and teaching
- 4.3 Teachers and leaders integrate technology effectively and innovatively into the learning environment, as outlined in Alberta Education's Learning and Technology Policy Framework
- 4.4 The Division establishes a framework for understanding various forms of leadership, including technological leadership, ecological leadership and humanitarian leadership.
- 4.5 Leadership Communities-of-Practice provide opportunities for collaboration and growth
- 4.5 Leadership initiatives and activities demonstrate a commitment to lifelong learning

UNIVERSAL LEADERSHIP – STAKEHOLDERS SPEAK TO OUR STRENGTHS

Parkland School Division's 2015-2018 Education Plan committed to providing opportunities for staff and students to increase their leadership capacity, not just to ensure that we develop potential leaders for tomorrow, but to build capacity for managing and thriving in whatever future education holds.

“ Appreciate improved leadership opportunities in the school. Leaders need to be grown and leadership is needed everywhere in our community. ”

And...

“ Staff is always kind, patient and a fantastic support for both my kids and my step kids who transitioned from being home schooled to public school. The support programs, the groups, the one-on-one time with mentors... has been priceless in terms of growth for my kids ”

Stakeholders also captured strong support for school administration:

“ We have a great principal and assistant principal who care about our kids and the school. Our administration really cares about our school and has improved a lot of areas for our kids. ”

And...

“ Love the energy of the administration which flows down into the teachers. Passion can be seen by everyone! ”

Other notable achievements for 2017-2018 include:

- We continued to participate in, and co-facilitate, community conversations;
- School sites continued to develop and employ site specific strategies to improve student leadership at all levels.

UNIVERSAL LEADERSHIP – STAKEHOLDERS SHARE OPPORTUNITIES FOR GROWTH

Any and all of the concerns raised through our assurance process provide leadership opportunities for growth. Our school administrators, as leaders, will increasingly be called upon to achieve greater results with fewer resources. To this end, the Board’s enduring priority for Engagement and Resource Stewardship will be increasingly important.

“ I appreciate that we are asked to participate in these Thought Exchanges. The Thought Exchanges are important, helping us to see what is important, needs to be looked at or changed to achieve great success for our students. ”

There are very few comments specific to Leadership in the 2017-2018 *ThoughtExchange*. Generally, stakeholders speak to the challenge of providing a system of education that endeavours to align with every societal expectation. Some stakeholders desire increased attention to digital literacy while others emphasize a focus on “the basics.” Educational leadership will be necessary to continue to provide much to many with limited resources.

“ Staff are innovative, progressive and are always willing to learn and try something new that will assist them with student learning. ”

Moving forward, it will be essential to draw the connection between engagement and resource stewardship and promote, with greater clarity, that challenging decisions are made with the best of intentions. The Division will increasingly be called upon to lead through challenging times.

A significant change occurred during the 2017-2018 school year with respect to school fees. One stakeholder captured the relief:

“ School fees and bus costs were covered this year. It is a great help financially. ”

While another stakeholder took a different view:

“ School fees. I feel that there should be some sort of cost associated with attending school. Not sure what cost, but at least something. ”

Although this comment did not receive widespread support.

UNIVERSAL LEADERSHIP – ASPIRATION FOR THE FUTURE

Leadership, and leadership initiatives declined as an area of focus during the 2017-2018 stakeholder engagements. There is a general sense of appreciation for leadership and a continued interest in modeling leadership and developing leadership competencies in all children.

The Division recognizes that system leadership with respect to technology integration is both ongoing and appreciated. Our conversations have turned to other forms of leadership that will be increasingly required, including:

- Ecological literacy and environmental leadership;
- Human rights leadership; and
- Pedagogical leadership.

To this end, Parkland School Division staff report an appreciation for professional development activities and an ongoing desire to continually learn.

UNIVERSAL LEADERSHIP – EXPECTED RESULTS

Leadership at all levels will continue to be recognized through assurance measures that celebrate a strong commitment to problem solving and innovation. As explained later in this document, the Division moves away from a specific goal for Leadership in the 2018-2019 Education Plan but does consider the importance of the domain of teaching and leadership. The Division certainly values leadership in all places and recognizes that everyone has the potential to be a leader.

Leadership through *exploration* involves calculated risk-taking that will be recognized as students and staff seeking new opportunities for learning. Leadership in this aspect includes exploring Alberta's curriculum through ways that encourage citizenship locally, and globally with a desire to positively impact the world.

Leadership through *creativity* involves increasing critical thinking and problem solving. The Division recognizes a need for increasing ecological literacy and fostering human rights education. Leadership will be measured through Divisional success in fostering social responsibility.

Leadership through *imagination* inspires innovation and encourages technological literacy in a rapidly changing world. The Division will achieve success through Alberta Education's *Learning and Technology Policy Framework*. When digital technology first emerged as a classroom resource, it was primarily a tool for teachers to present information and to communicate with students and parents. Leadership through imagination and creativity describes the need to move towards classrooms in which students, themselves, are using technology to support their learning. Technology in learning is recognized as moving toward production of new knowledge and away from simply consumption of information.

The Division's Goal of Student Success and Well-being is strongly supported through a process that fosters leadership at all levels and in all places.

STAKEHOLDER ENGAGEMENT AND COMMUNICATION

The Division is dedicated to the success and well-being of all students and demonstrates that engaging the global community is a necessity for human development. We are preparing our children for an uncertain future and we know we are not alone in the process of their development. Parkland School Division holds engagement as an enduring priority.

Engage Our Students – Engage our Parents – Engage our Staff – Engage our Local & Global Communities

The Board is committed to ensuring the system of education more effectively meets the changing needs of society and students. As a result, Parkland School Division's involvement in an 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 is committed to determining the level of confidence that our stakeholders have in our system. Assurance, through engagement processes, 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.

2017 – 2018 EDUCATION PLAN OUTCOMES

Engagement outcomes relative to Inclusive Education

- 1.E.1 Parents, students and the community demonstrate support for, and an understanding of inclusive education.

Engagement outcomes relative to Quality Learning

- 2.E.1 Parents, students and the community will demonstrate confidence in student achievement, assessment and reporting
- 2.E.2 The Division improves its stakeholders' understanding of the language of education by ensuring student and family-friendly, clearly defined terms
- 2.E.3 Parents and teachers demonstrate satisfaction with parental involvement in decisions, and increased understanding about their child's education

Engagement outcomes relative to a Culture of Wellness

- 3.E.1 Parents, students and the community demonstrate high levels of engagement in a commitment to wellness
- 3.E.2 The Division uses an inquiry process to continually ask important, relevant questions in the area of wellness as it relates to emergent, complex issues and share new learning accordingly

Engagement outcomes relative to Universal Leadership

- 4.E.1 Staff, parents, students and the community model and contribute to high levels of engagement in leadership initiatives
- 4.E.2 The Division explores potential strategies to highlight innovative practices that develop leadership and learning

- 4.E.3 The Division communicates to all stakeholders in an open and transparent manner using a variety of media
- 4.E.4 The Division promotes leadership in all places and reveals strategies to ensure equitable access to leadership opportunities wherever and whenever possible
- 4.E.5 Strong working relationships exist between School Councils, the Division and the schools

Throughout the 2015-2018 Education Plan, enduring priorities were embedded within each of the Education Plan's goals. Engagement outcomes were presented to ensure that the Division ensured that a process of distributed decision making was implemented within the goals. In the Education Plan, these outcomes were marked as E for Engagement and R for Resource Stewardship.

ENGAGEMENT – STAKEHOLDERS SPEAK TO OUR STRENGTHS

Assurance measures have provided a strong indication that engagement is improving. Parkland School Division utilizes a variety of tools to communicate with parents and the larger community. In addition to stakeholder meetings, the Division has made improvements to its website and has increased the use of video (YouTube) and Cisco Telepresence to share in our successes.

Overwhelmingly, the responses through our assurance measures note that school-to-home communication is effective:

“ The communication from the school has improved. Monthly newsletters are appreciated - Parents who cannot directly be involved on a day-to-day basis with the school are not left in the dark to upcoming events ”

And...

“ I like being able to check attendance, marks & assignments for my child. - Going from grade 9–10 is a big jump, and it helped me to make sure my child was on top of things. ”

And...

“ It's very important to be in contact with the teacher. They do a great job at communicating ”

Parkland School Division has noted a change in responses with respect to communication. Stakeholders are noting an appreciation for the many forms of engagement, but are also recognizing that more communication does not necessarily solve the challenge of knowing what is happening at school.

ENGAGEMENT – STAKEHOLDERS SHARE OPPORTUNITIES FOR GROWTH

There are both successes and challenges with communication methods and a few stakeholders note that improvements can still be made.

“ Too many avenues of communication. There should be one platform for all school communication. - I have to check Email, Remind app, Twitter, and Facebook to stay up to date with what’s happening. ”

Interestingly, there were no significant concerns raised in the 2017-2018 ThoughtExchange process with respect to parent-teacher conferences. As mentioned earlier, the greater concern spoke to challenges with reporting progress.

There were, however, general comments on communication concerns:

“ Since the implementation of all the technology, I find plain simple communication is often lacking. I seem to miss sign-ups and things I would encourage my child to participate in as some information seems to only get to them. ”

And there are still a few concerns that communication is not happening in a timely manner:

“ Communication is important so that parents feel involved and in the know. With the busy lives people lead, communication that is of short notice leads to stress and frustration. As a parent I want my children's school organized with their communication, I want it delivered as soon as possible. ”

As noted earlier regarding communication, the greatest area for growth is with respect to the Division’s kindergarten through grade nine progress reports. There remains a significant amount of concern and the Division recognizes that improvements must be made in this area.

ENGAGEMENT – ASPIRATION FOR THE FUTURE

The Division will continue to reveal strategies that result in more effective forms of communication. Additionally, we will continue to consider what must be communicated in addition to how best to communicate.

Based on earlier feedback from the 2016-2017 assurance process, the Division continued to work toward system improvements for emergency broadcasts while simultaneously endeavouring to minimize foreseeable risk and attending to our students' safety. This work continued into the Fall of 2018 as the Division implemented an emergency hotline for Transportation. We also continued to improve our emergency call system.

A second aspiration presented by stakeholders is for increased parent engagement in schools. Volunteerism is both a product of engagement and a response to challenges within resource stewardship. The Division will continue to work with school leaders to ensure that the best practice in any school is conceptually available to every school.

“Volunteers. It would be great to have a broader base of volunteers for events and initiatives. I would get more parents involved and reduce work for everyone.”

ENGAGEMENT – EXPECTED RESULTS

Our stakeholders have indicated that changes to the current methods of reporting progress are strongly desired. There is an expectation that changes will be made to improve the current system of reporting progress and these system improvements are well underway.

Stakeholder engagement processes reveal that communication is improving and that our stakeholders feel they are being heard. Future measures of engagement would recognize continual growth in this area.

Engagement continued to remain an enduring priority for Parkland School Division and is included as such in the Board's new Education Plan.

RESOURCE STEWARDSHIP

The Division considers resource stewardship as an enduring priority. School Divisions must increasingly meet the demands of society while remaining mindfully vigilant with limited resources. Student success and well-being depend on fiscal responsibility to ensure that success and well-being can remain the focus of our educational programming into the foreseeable future.

Parkland School Division implements distributed decision making. When considering planning, it is in the best interest of the Division to ensure that individuals who have critical knowledge and expertise about a certain activity are best suited to make the necessary decisions on how to achieve the goal and objectives for that activity.

In support of the Goal of Student Success and Well-Being, each of the targeted three-year goals for education identified enduring priority outcomes related to resource stewardship.

2017 – 2018 EDUCATION PLAN OUTCOMES

Resource Stewardship outcomes relative to Inclusive Education

- 1.R.1 The Division ensures equitable resource distribution to provide for the implementation of Inclusive Education

Resource Stewardship outcomes relative to Quality Learning

- 2.R.1 The Division effectively utilizes tools and systems to ensure that operational, financial and compliance objectives are met
- 2.R.2 The Division makes decisions for educational quality improvement, based on financially sustainable priorities at all levels of the organization

Resource Stewardship outcomes relative to a Culture of Wellness

- 3.R.1 The Parkland School Division Wellness Initiative's community partnerships show growth year over year
- 3.R.2 Wellness initiatives are targeted toward areas of greatest opportunity or need in partnership with diverse stakeholders and systems

Resource Stewardship outcomes relative to Universal Leadership

- 4.R.1 Leaders ensure that financially sustainable priorities are set and that transparent decisions regarding resource allocation are made at all levels within the Division

RESOURCE STEWARDSHIP – STAKEHOLDERS SPEAK TO OUR STRENGTHS

Given realistic financial limitations, how can we find ways to accomplish more with less?

Resource stewardship involves allocating limited educational funding towards unlimited wants and needs. Our assurance process provided stakeholders a platform to comment on strengths and challenges and many comments could be attributed to this area.

For the most part, our stakeholders continue to understand that the system of education operates with limited resources and there is an appreciation for doing more with less.

“ *The staff are doing the very best that they can with the resources given. All the best interests of the students in mind.* **”**

With respect to facilities, the department of Facilities Services had a successful year continuing to provide the best service possible to schools while coping with tight budgetary restrictions. During 2017-2018, construction of the new Copperhaven School continued and work to modernize Woodhaven began. Facilities Services continued to provide creative solutions to maintaining and improving all facilities, while honouring the Division’s priority of Stewardship of Resources.

A strong focus remained on the priority of Engaging Staff by developing leadership capacity within the department through collaboration, collective decision making, shared decision making and inclusion.

“ *The pride our custodians take in our school. Looking after a large school is a big job and the custodial team makes sure everything is as ready for learning as possible.* **”**

The *ThoughtExchange* process demonstrated that only a few comments related to facilities and infrastructure. The Facilities Department motto “Creating safer and more appealing environments is a key to student success” has been fully accepted by staff and has led to an increased sense of engagement by maintenance staff. The Division continued to reinforce that building systems must be in good working order for the entire structure to be operational. Regular maintenance is a minimum expectation.

“ *Appreciate the work done to beautify the building. Work done around the school is fantastic and much appreciated. Builds confidence in our building.* **”**

RESOURCE STEWARDSHIP – STAKEHOLDERS SHARE OPPORTUNITIES FOR GROWTH

The Division is facing a challenge with limited financial support for facilities coupled with aging buildings and growing student demand. Many facilities are near, or over, 30 years old and require rebuilds and upgrades. A few stakeholder comments were presented in response to new schools being built without a playground. Alberta Education responded to advocacy efforts and provincially announced that all new schools, including Copperhaven, will be built with a playground.

“ Playground! Playgrounds are a huge part in children’s interactions and social skills. Why build a school without a playground? ”

The Provincial Government made changes to new school funding in 2017: new and replacement schools are to receive \$250,000 in grant funding for playgrounds. David Eggen, Minister of Education noted:

“ Building a playground at the same time as a school is being built just makes sense. I am proud that our government is working to protect and improve education, and this includes the interactions and activity that students take part in outdoors. GOA News Release – June 2017 ”

RESOURCE STEWARDSHIP – ASPIRATION FOR THE FUTURE

The Division is excited about the opportunity we now have with two new schools (Prescott and Copperhaven) and our facility renewal (Woodhaven) now in progress. Additionally, we look forward to the replacement of Stony Plain Central School as approved by Alberta Education. Future stakeholder engagements will reveal the benefits of having a little extra breathing room given the capacity challenges of the past.

The Board is committed to strategic planning that ensures our facilities are modern and ready for tomorrow’s students. School construction, replacement and modernization ensures that the Division prepared to best meet the demographic challenges placed upon us by a quickly changing population.

Overall, Resource Stewardship requires determining a preferred future based on limited resources – determining best response to areas of highest need.

RESOURCE STEWARDSHIP – EXPECTED RESULTS

Resource stewardship calls upon our staff and stakeholders to employ creative solutions. Our stakeholders noted an appreciation for the Division's efforts and a willingness to be solutions focused.

The Division maintained Resource Stewardship as an enduring priority going forward. Several important considerations exist within this priority area:

- An inclusive education system in which students' needs are viewed as met with equity;
- Learning that utilizes resources effectively to maximize competency development;
- Wellness that provides for proactive approaches that reduce reactive system costs; and
- Leadership that provides for increasingly creative solutions to resource allocation problems.

STRENGTHENED DIRECTION FOR 2019 AND BEYOND

This Annual Education Results Report is intended to look back, appreciate our strengths and learn from our challenges. In June, 2018, the Board concluded the 2015-2018 Education Plan and approved a new and ambitious plan based on the current Provincial Assurance Model.

Moving forward, the Division will continue to focus on the Goal of Student Success and Well-Being by attending to six enduring priority areas:



Meaningful Engagement: Assurance Elements that prioritize meaningful engagement include a consideration of how these elements will be shared and supported by all stakeholder groups.

Meaningful engagement is foundational to providing stakeholder assurance that the Division is achieving its Goal: Student Success and Wellbeing.

Inspired Exploration: Parkland School Division continues to provide leadership through inspired exploration as an enduring priority. Assurance Elements that prioritize inspired exploration include a consideration of how the Division will employ cutting-edge research and leadership as a true learning organization.

Connected Community: Whereas meaningful engagement is a process priority, connecting to the community involves determining who best to engage. Assurance Elements that consider this priority work to assure that the Division is connecting students with the greater community, while also determining ways to connect the community with the school.

Resource Stewardship: Ensuring equitable and sustainable use of our resources and ensuring financial responsibility remains a priority. Assurance Elements that prioritize resource stewardship include a consideration of how limited resources will be utilized with maximum results.

Wellness Culture: Parkland School Division is committed to our Goal: Student Success and Well-being. The Division recognizes that, as a system, well-being must be present for all stakeholders, and therefore is committed to fostering physical literacy, lifelong health and wellbeing at all levels. Assurance Elements that prioritize our wellness culture include a consideration of how the Division is directly contributing to the social and emotional assets of individual health and well-being.

Confident Resilience: The Division believes that confident, adaptable and resilient students are successful students. This belief extends to all stakeholders in education and Assurance Elements that consider this priority promote independence and a zeal for problem solving in the face of adversity.

For more information, please visit the 2018-2019 Education Plan, available on the Parkland School Division Website at:

<https://www.psd70.ab.ca/EducationPlanning.php>

ACCOUNTABILITY RESULTS

In public, separate and francophone schools all students in grades 4, 7 and 10, their parents, and all teachers are included in the annual Accountability Pillar survey. Student and teacher surveys are administered online. The parent survey is mailed to the student's address on file, and in 2017-2018 parents additionally had an opportunity to complete their Accountability Pillar Survey online.

- The measure results for parents and teachers are calculated by aggregating the responses to all questions that comprise the measure.
- The measure result for students is calculated by first aggregating the responses to questions within each grade and then taking a simple average across grades.
- The overall measure result is calculated by taking the simple average of measure results for parents, teachers and students.

To increase the survey's validity, small schools survey all students in grades 4 through 9.

ALBERTA EDUCATION OUTCOME ONE AND TWO

ALBERTA'S STUDENTS ARE SUCCESSFUL, AND

ALBERTA'S EDUCATION SYSTEM SUPPORTS FIRST NATIONS, MÉTIS AND INUIT STUDENTS' SUCCESS

Alberta Education's Business Plan⁴ notes:

Through the provision of K–12 education, the ministry enables all students to achieve Alberta Education's student learning outcomes with competencies across subject and discipline areas that are based on a strong foundation of literacy and numeracy

The Ministry works collaboratively with First Nations, Métis and Inuit communities, Alberta's education system and partners to eliminate the systemic gaps in education for First Nations, Métis and Inuit students.

The following measures are considered:

DIPLOMA EXAMINATION RESULTS

Diploma Exam Results (Acceptable / Excellence) are based on the numbers of students writing each diploma exam. The overall diploma exam result is the average of the results for each exam weighted by the number of students writing.

- Diploma exam result (acceptable) is the percentage of students who achieve acceptable standard (i.e. a mark of 50%) on a diploma exam.

⁴ <http://www.finance.alberta.ca/publications/measuring/ministry-business-plans.html>

- Diploma exam result (excellence) is the percentage of students who achieve the standard of excellence (i.e. a mark of 80%) on a diploma exam.

Diploma Exam Results – Acceptable Standard:					Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results)			
Parkland School Division Results (in percentages)					Target	3 Year Measure Evaluation		
'13-'14	'14-'15	'15-'16	'16-'17	'17-'18	2019	Achievement	Improvement	Overall
86.1	87.3	87.0	88.4	87.2	88.5	High	Maintained	Good
Parkland School Division (First Nations, Métis, Inuit) Results (in percentages)								
'13-'14	'14-'15	'15-'16	'16-'17	'17-'18	Target	Achievement	Improvement	Overall
82.2	85.9	78.4	83.6	78.5	84.0	Intermediate	Maintained	Acceptable
						Current	Previous	3 Year Avg.
Alberta						83.7	83.0	83.0
Alberta FNMI						77.1	77.1	76.6

Diploma Exam Results – Standard of Excellence:					Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results)			
Parkland School Division Results (in percentages)					Target	3 Year Measure Evaluation		
'13-'14	'14-'15	'15-'16	'16-'17	'17-'18	2019	Achievement	Improvement	Overall
18.3	18.5	18.2	18.7	21.5	22.0	High	Improved	Good
Parkland School Division (First Nations, Métis, Inuit) Results (in percentages)								
'13-'14	'14-'15	'15-'16	'16-'17	'17-'18	2019	Achievement	Improvement	Overall
16.0	7.7	8.1	8.6	13.2	13.5	Intermediate	Maintained	Acceptable
						Current	Previous	3 Year Avg.
Alberta						24.2	22.2	21.7
Alberta FNMI						11.0	10.7	10.3

PROVINCIAL ACHIEVEMENT TEST RESULTS

Provincial Achievement Test (PAT) Results (Acceptable / Excellence) are based on all students in each grade (total enrollment in the grade plus the ungraded students who are in the corresponding year of schooling). Results are calculated for each test. The overall result is the average of the results for each test weighted by the number of students enrolled.

- PAT acceptable is the percentage of students who achieve the acceptable standard on grades 6 and 9 Provincial Achievement Tests.
- PAT excellence is the percentage of students who achieve the standard of excellence on grades 6 and 9 Provincial Achievement Tests.

Provincial Achievement Test Results – Acceptable Standard:					Overall percentage of students who achieved the acceptable standard on Provincial Achievement Tests (overall results)			
Parkland School Division Results (in percentages)					Target	3 Year Measure Evaluation		
'13-'14	'14-'15	'15-'16	'16-'17	'17-'18	2019	Achievement	Improvement	Overall
70.7	73.7	71.4	70.4	72.7	74.0	Intermediate	Maintained	Acceptable
Parkland School Division (First Nations, Métis, Inuit) Results (in percentages)								
'13-'14	'14-'15	'15-'16	'16-'17	'17-'18	2019	Achievement	Improvement	Overall
60.7	51.9	57.7	49.6	55.9	60.0	Very Low	Maintained	Concern
						Current	Previous	3 Year Avg.
Alberta						73.6	73.4	73.3
Alberta FNMI						51.7	51.7	52.0

Provincial Achievement Test Results – Standard of Excellence					Overall percentage of students who achieved the standard of excellence on Provincial Achievement Tests (overall results)			
Parkland School Division Results (in percentages)					Target	3 Year Measure Evaluation		
'13-'14	'14-'15	'15-'16	'16-'17	'17-'18	2019	Achievement	Improvement	Overall
13.3	12.9	12.7	14.9	14.0	16.0	Intermediate	Maintained	Acceptable
Parkland School Division (First Nations, Métis, Inuit) Results (in percentages)								
'13-'14	'14-'15	'15-'16	'16-'17	'17-'18	2019	Achievement	Improvement	Overall
5.8	4.2	4.8	6.6	3.8	6.8	Very Low	Maintained	Concern
						Current	Previous	3 Year Avg.
Alberta						19.9	19.5	19.2
Alberta FNMI						6.6	6.7	6.5

DIPLOMA EXAMINATIONS AND ACHIEVEMENT TESTS SUMMARY

Multiyear reports are intended to help school authorities and schools report on the results of diploma exams and to facilitate analysis of results over time. As noted in the *Guide for School Board Planning and Reporting*, using the results achieved on diploma exams for planning and reporting is one of the keys to establishing processes that can lead to continuous improvements in education.

School authorities and schools are to report results annually. Detailed reports are provided after each major diploma exam administration in January and June to help with analysis for improvement.

For the Diploma report, each year's statistics are based only on the results of students who wrote diploma exams in that year with a school-awarded mark at the same sitting. Students writing an exam in a particular course more than once in a year, for whom there are school-awarded marks and diploma exam marks, are reported in all schools and school authorities.

When reporting students with multiple writings within the same school year in the same school or school authority and at the provincial level, the results for the administration with the highest final mark is reported. Students writing French versions of the diploma exams are included in these statistics.

It is important to note that the fewer the students, the more carefully the results must be interpreted. The overall results for small groups of students can be greatly influenced by the scores of one or two individuals.

Students write Diploma exams in November, January, April, June and August.

The Multi-year report provides a five-year statistical overview. Additionally:

- The growth or decline (+/-) is provided to show the percentage increase or decrease from the previous year.
- The "gap" from the provincial achievement indicates whether our students achieved at, above, or below the provincial average.

Notable in this report:

- Diploma examination results equaled or surpassed the provincial results on:
 - 11 out of 12 Diploma Examinations at the Acceptable Standard (up from 9 last year), and
 - 6 out of 12 Diploma Examinations at the Standard of Excellence (Up from 3 last year).

Assessment for Learning

Parkland School Division High Schools and their respective Outreach Schools carefully analyze the results of the 2018 Diploma Examinations to guide their instruction moving forward. The examination results provide data that teachers use to continually guide and improve instruction.

Provincial Achievement Tests

- With respect to Provincial Achievement Tests, the Division surpassed the provincial results on:
 - 1 of 20 Provincial Achievement Tests at the Standard of Excellence (up 1 from last year);
 - 8 of 20 Provincial Achievement Tests at the Acceptable Standard (up from 2 last year).

- With respect to Provincial Achievement Tests (English or French writing only – not aggregated results) the Division results surpassed last year's PSD results on:
 - 15 of 20 Provincial Achievement Tests at the Acceptable Standard (up from 5 last year);
 - 6 of 20 Provincial Achievement Tests at the Standard of Excellence (down from 12 last year).
- School administration continue to strive to improve results in all subjects at grade 6 and 9 and work with school staff occurs throughout the year to analyze results and determine appropriate strategies for improvement.

Multi-Year Diploma Examination Results Report: Summary (2017-2018)			
Successes		Challenges	
PSD Growth	PSD Exceeds Province	Province Exceeds PSD	PSD Decline
Standard of Excellence <ul style="list-style-type: none"> • Social 30-1 (+10.4) • Science 30 (+8.0) • Math 30-1 (+7.7) • Physics 30 (+7.4) • Biology 30 (+6.3) • French LA (+4.8) • ELA 30-2 (+2.8) • ELA 30-1 (+1.5) Acceptable Standard <ul style="list-style-type: none"> • Physics 30 (+11.1) • Science 30 (+4.6) • ELA 30-1 (+3.7) • Biology 30 (+3.5) • Math 30-1 (+2.3) 	Standard of Excellence <ul style="list-style-type: none"> • Physics 30 (+4.6) • Math 30-1 (+3.8) • ELA 30-2 (+2.9) • Biology 30 (+1.4) • Social 30-1 (+0.4) • Math 30-2 (+0.1) Acceptable Standard <ul style="list-style-type: none"> • Physics 30 (+10.3) • ELA 30-1 (+7.3) • Math 30-1 (+6.1) • Biology 30 (+4.9) • Math 30-2 (+3.1) • ELA 30-2 (+2.9) • Chemistry 30 (+1.7) • Social 30-1 (+1.6) • Science 30 (+1.5) • French LA (+1.4) • Social 30-2 (+1.1) 	Standard of Excellence <ul style="list-style-type: none"> • French LA (-6.2) • Science 30 (-5.8) • Social 30-2 (-4.6) • Chemistry 30 (-3.0) • ELA 30-1 (-0.7) 	Standard of Excellence <ul style="list-style-type: none"> • Math 30-2 (-4.2) • Social 30-2 (-2.8) • Chemistry 30 (-2.2) Acceptable Standard <ul style="list-style-type: none"> • Math 30-2 (-9.5) • Social 30-2 (-5.5) • French LA (-4.8) • ELA 30-2 (-4.6) • Social 30-1 (-3.8) • Chemistry 30 (-2.2)

SUBJECT BY SUBJECT

English 30-1	2013-2014		2014-2015		2015-2016		2016-2017		2017-2018		+/-	GAP
	PSD	AB	PSD	AB	PSD	AB	PSD	AB	PSD	AB	%	%
<i>School Awarded Mark</i>												
Excellence (%)	31.4	30.7	39.3	32.0	37.2	32.2	39.7	33.0	32.8	34.5	-6.9	-1.7
Acceptable (%)	98.2	97.2	98.3	97.5	99.1	97.8	97.8	98.0	99.5	97.9	+1.7	+1.6
<i>Diploma Exam Mark</i>												
Excellence (%)	12.6	11.8	11.7	11.4	12.4	10.7	11.1	11.7	12.6	13.2	+1.5	-0.7
Acceptable (%)	94.2	87.6	91.7	86.5	93.1	86.8	91.9	86.5	94.8	87.5	+3.7	+7.3

English 30-2	2013-2014		2014-2015		2015-2016		2016-2017		2017-2018		+/-	GAP
	PSD	AB	PSD	AB	PSD	AB	PSD	AB	PSD	AB	%	%
<i>School Awarded Mark</i>												
Excellence (%)	17.3	13.5	12.1	13.4	14.9	13.2	22.2	14.5	18.2	15.2	-4.0	-4.3
Acceptable (%)	99.3	94.8	96.6	94.5	98.8	95.9	99.1	95.9	98.7	95.9	-0.4	+2.8
<i>Diploma Exam Mark</i>												
Excellence (%)	18.3	13.1	13.8	11.2	12.8	12.3	13.2	11.4	16.0	13.1	+2.8	+2.9
Acceptable (%)	92.7	89.8	93.9	88.6	94.6	89.1	95.5	89.5	90.9	88.0	-4.6	+2.9

French Lang Arts 30-1	2013-2014		2014-2015		2015-2016		2016-2017		2017-2018		+/-	GAP
	PSD	AB	PSD	AB	PSD	AB	PSD	AB	PSD	AB	%	%
<i>School Awarded Mark</i>												
Excellence (%)	73.7	50.8	73.1	47.4	75.0	50.9	62.5	53.3	71.4	60.0	+8.9	+11.4
Acceptable (%)	100.0	99.2	100.0	99.1	100.0	99.5	100.0	99.2	100.0	99.8	=	+0.2
<i>Diploma Exam Mark</i>												
Excellence (%)	21.1	14.6	11.5	9.9	0.0	8.7	0.0	9.5	4.8	11.0	+4.8	-6.2
Acceptable (%)	100.0	96.6	96.2	95.5	100.0	93.8	100.0	94.7	95.2	93.8	-4.8	+1.4

Math 30-1	2013-2014		2014-2015		2015-2016		2016-2017		2017-2018		+/-	GAP
	PSD	AB	PSD	AB	PSD	AB	PSD	AB	PSD	AB	%	%
<i>School Awarded Mark</i>												
Excellence (%)	33.2	46.1	52.7	49.0	51.2	50.7	57.3	51.7	51.7	52.3	-5.6	-0.6
Acceptable (%)	95.6	95.6	97.3	95.9	96.9	96.4	98.4	96.4	98.3	96.1	-0.1	+1.6
<i>Diploma Exam Mark</i>												
Excellence (%)	22.9	27.9	30.2	31.6	23.5	25.9	31.4	30.7	39.1	35.3	+7.7	+3.8
Acceptable (%)	77.1	75.1	86.3	76.1	80.9	70.6	81.6	73.1	83.9	77.8	+2.3	+6.1

Math 30-2	2013-2014		2014-2015		2015-2016		2016-2017		2017-2018		+/-	GAP
	PSD	AB	PSD	AB	PSD	AB	PSD	AB	PSD	AB	%	%
<i>School Awarded Mark</i>												
Excellence (%)	21.1	21.1	21.5	23.8	20.9	24.9	27.4	27.4	24.0	26.9	-3.4	-2.9
Acceptable (%)	88.6	92.8	95.9	93.2	94.8	94.8	95.5	94.9	93.8	94.4	-1.7	-0.6
<i>Diploma Exam Mark</i>												
Excellence (%)	16.5	15.0	16.9	15.5	20.9	16.8	20.7	15.9	16.5	16.4	-4.2	+0.1
Acceptable (%)	79.3	71.3	88.1	73.9	86.3	75.4	86.8	74.7	77.3	74.2	-9.5	+3.1

Social 30-1	2013-2014		2014-2015		2015-2016		2016-2017		2017-2018		+/-	GAP
	PSD	AB	PSD	AB	PSD	AB	PSD	AB	PSD	AB	%	%
<i>School Awarded Mark</i>												
Excellence (%)	42.8	37.6	44.6	39.2	42.9	40.8	45.8	41.4	46.5	43.3	+0.7	+2.2
Acceptable (%)	99.6	98.6	98.4	98.8	98.6	99.0	98.9	98.9	98.8	99.0	-0.1	-0.2
<i>Diploma Exam Mark</i>												
Excellence (%)	11.8	14.2	17.8	16.2	15.5	14.3	7.7	14.8	18.1	17.7	+10.4	+0.4
Acceptable (%)	83.4	85.6	89.9	87.1	87.2	84.9	91.6	86.0	87.8	86.2	-3.8	+1.6

Social 30-2	2013-2014		2014-2015		2015-2016		2016-2017		2017-2018		+/-	GAP
	PSD	AB	PSD	AB	PSD	AB	PSD	AB	PSD	AB	%	%
<i>School Awarded Mark</i>												
Excellence (%)	24.0	16.9	25.8	17.6	20.2	17.5	22.0	18.5	21.8	19.6	-0.2	+2.2
Acceptable (%)	96.6	94.4	99.2	95.4	98.1	95.8	98.7	96.0	97.5	95.8	-1.2	+1.7
<i>Diploma Exam Mark</i>												
Excellence (%)	13.4	14.8	9.8	12.5	10.4	13.1	10.4	12.6	7.6	12.2	-2.8	-4.6
Acceptable (%)	83.8	83.9	82.9	81.3	84.6	81.1	85.4	80.6	79.9	78.8	-5.5	+1.1

Biology 30	2013-2014		2014-2015		2015-2016		2016-2017		2017-2018		+/-	GAP
	PSD	AB	PSD	AB	PSD	AB	PSD	AB	PSD	AB	%	%
<i>School Awarded Mark</i>												
Excellence (%)	40.9	43.7	41.5	45.3	43.4	47.0	47.5	48.4	47.7	50.4	+0.2	-2.7
Acceptable (%)	97.6	96.2	96.8	96.5	98.4	97.1	97.3	97.1	98.4	97.1	+1.1	+1.3
<i>Diploma Exam Mark</i>												
Excellence (%)	19.9	31.8	25.2	33.0	22.5	32.4	31.7	32.2	38.0	36.6	+6.3	+1.4
Acceptable (%)	86.1	85.2	82.6	85.8	80.7	85.1	88.0	84.1	91.5	86.6	+3.5	+4.9

Chemistry 30	2013-2014		2014-2015		2015-2016		2016-2017		2017-2018		+/-	GAP
	PSD	AB	PSD	AB	PSD	AB	PSD	AB	PSD	AB	%	%
<i>School Awarded Mark</i>												
Excellence (%)	40.8	46.1	48.9	46.9	43.2	49.6	48.1	51.4	52.7	52.7	+4.6	=
Acceptable (%)	97.2	96.3	97.8	96.2	97.9	96.9	99.4	97.5	98.4	97.1	-1.0	+1.3
<i>Diploma Exam Mark</i>												
Excellence (%)	30.8	35.2	29.6	34.2	34.9	34.5	37.5	38.6	35.3	38.3	-2.2	-3.0
Acceptable (%)	82.5	81.5	84.9	82.1	82.8	81.5	87.5	83.1	85.3	83.6	-2.2	+1.7

Physics 30	2013-2014		2014-2015		2015-2016		2016-2017		2017-2018		+/-	GAP
	PSD	AB	PSD	AB	PSD	AB	PSD	AB	PSD	AB	%	%
<i>School Awarded Mark</i>												
Excellence (%)	49.5	49.7	48.5	51.4	50.9	54.0	49.5	56.0	50.6	58.3	+1.1	-7.7
Acceptable (%)	99.0	96.3	97.0	96.8	94.4	97.3	90.3	97.5	98.8	97.4	+8.5	+1.4
<i>Diploma Exam Mark</i>												
Excellence (%)	30.1	34.3	26.7	35.8	35.2	39.7	40.8	41.8	48.2	43.6	+7.4	+4.6
Acceptable (%)	89.3	83.2	87.1	83.9	88.9	85.7	85.4	85.6	96.5	86.2	+11.1	+10.3

Science 30	2013-2014		2014-2015		2015-2016		2016-2017		2017-2018		+/-	GAP
	PSD	AB	PSD	AB	PSD	AB	PSD	AB	PSD	AB	%	%
<i>School Awarded Mark</i>												
Excellence (%)	32.2	32.0	24.3	33.5	28.8	36.5	25.7	37.8	30.9	39.6	+5.2	-8.7
Acceptable (%)	100.0	95.0	96.7	96.1	98.3	96.9	99.1	96.9	98.3	96.6	-0.8	+1.7
<i>Diploma Exam Mark</i>												
Excellence (%)	23.4	25.4	22.1	26.6	19.2	27.6	17.7	28.4	25.7	31.5	+8.0	-5.8
Acceptable (%)	87.7	85.0	81.8	83.9	82.5	84.4	82.3	84.9	86.9	85.4	+4.6	+1.5

Diploma Examination Multiyear Reports: Five-year Diploma Exam Participation Rate Details										
Percentage of students writing one or more Diploma Examinations by the end of their 3 rd year of high school, by course and subject										
	2013/2014		2014/2015		2015/2016		2016/2017		2017/2018 ⁵	
	AB	PSD	AB	PSD	AB	PSD	AB	PSD	AB	PSD
N	44,328	755	43,806	711	45,030	753	45,207	791	45,161	748
English Language Arts 30-1	54.0	46.1	53.2	45.4	54.0	42.9	55.0	43.2	56.3	43.9
English Language Arts 30-2	28.0	36.6	28.7	38.0	28.7	42.1	28.8	38.8	27.7	40.6
Total of 1 or more English Exams	79.7	81.5	79.6	81.9	80.1	83.9	80.9	80.5	81.0	82.9
Social Studies 30-1	45.1	33.1	43.5	34.6	45.1	37.8	44.9	33.5	45.0	31.6
Social Studies 30-2	35.2	48.5	36.7	47.3	35.8	47.1	36.4	47.8	37.1	51.7
Total of 1 or more Social Exams	79.6	81.1	79.6	81.4	80.3	84.3	80.7	80.7	81.4	82.1
Mathematics 30-1	37.4	24.1	37.1	22.1	36.4	21.1	35.5	19.3	36.5	22.2
Mathematics 30-2	21.4	28.7	22.4	29.5	23.7	30.7	25.1	32.1	24.9	29.9
Total of 1 or more Math Exams	57.0	51.0	57.6	49.2	58.3	50.3	58.6	49.4	59.3	50.1
Biology 30	41.4	33.4	40.6	36.0	40.7	32.1	41.7	28.4	42.7	31.3
Chemistry 30	34.7	23.8	35.7	25.0	35.6	23.5	35.1	19.8	35.8	22.9
Physics 30	20.1	12.2	19.9	13.4	19.3	13.9	18.6	11.8	18.6	10.4
Science 30	12.8	20.0	14.1	22.8	15.7	21.8	16.9	26.8	17.0	22.2
Total of 1 or more Science Exams	59.4	53.2	59.8	57.0	60.5	54.1	61.2	55.1	61.8	52.5
Francais 30-1	0.3	0.0	0.2	0.0	0.3	0.0	0.3	0.0	0.3	0.0
French Language Arts 30	2.7	2.5	2.8	3.7	2.8	2.1	3.0	3.0	2.7	2.7
Total of 1 or more French Exams	2.9	2.5	3.0	3.7	3.1	2.1	3.3	3.0	3.0	2.7

- A student who was over 19 years of age on September 1 of the current school year is not included in school, school authority, and provincial reports.
- Students in their third year of high school are those students registered in a school on September 30th of the reported school year who are classified as having been in Grade 10 two years earlier.
- A course can be completed in the reported school year or in a previous year. A course is considered to be completed if a student has received a final mark from Alberta Education. This would include students involved in field testing new Programs of Study who have not written the diploma exam and special case students who did not write the diploma exam.
- Students are reported in the authority in which they were registered on September 30th, regardless of where they actually completed the course.

⁵ 2017/2018 Diploma Examination Participation Rates are preliminary and will be finalized when the Accountability Pillar results are released in May 2019. The 2015/2016 results do not include students who were exempted from writing the exam because of the Fort McMurray wildfires.

Multi-Year Provincial Achievement Test Results Report: Summary (2017-2018)			
Successes		Challenges	
PSD Growth	PSD Exceeds Province	Province Exceeds PSD	PSD Decline
Standard of Excellence <ul style="list-style-type: none"> Science 9 (K&E) (+9.7) Math 9 (K&E) (+8.3) Science 9 (Fr) (+5.3) Science 9 (All) (+4.3) Science 9 (Eng) (+4.3) Social 9 (Eng) (+1.2) Math 6 (Eng) (0.2) Acceptable Standard <ul style="list-style-type: none"> Math 9 (K&E) (+45.8) Science 9 (K&E) (+40.3) Science 6 (Fr) (+24.5) Math 6 (Fr) (+21.0) Social 9 (K&E) (+15.6) Math 6 (All) (+7.2) Science 9 (Eng) (+5.8) Science 9 (All) (+5.7) Math 6 (Eng) (+5.6) French LA 9 (+4.0) Science 6 (All) (+3.8) ELA 9 (+2.9) Social 6 (Eng) (+2.9) Social 6 (Fr) (+2.9) Social 6 (All) (+2.6) Science 6 (Eng) (+1.7) Social 9 (All) (+1.2) French LA 6 (+0.8) ELA 6 (+0.7) Social 9 (All) (+0.2) Social 9 (Eng) (+0.2) 	Standard of Excellence <ul style="list-style-type: none"> Science 9 (K&E) (+9.9) Acceptable Standard <ul style="list-style-type: none"> Math 9 (K&E) (+25.9) Science 9 (K&E) (+13.2) Science 9 (Fr) (+5.9) ELA 9 (+1.9) ELA 6 (+1.4) Science 9 (Eng) (+1.2) Science 9 (All) (+0.6) Social 9 (K&E) (+0.4) Math 9 (Eng) (+0.3) 	Standard of Excellence <ul style="list-style-type: none"> Science 6 (Fr) (-19.4) Math 6 (Fr) (-17.2) Math 9 (Fr) (-15.0) Social 6 (Fr) (-14.7) French LA 6 (-10.1) Science 6 (All) (-9.6) Science 6 (Eng) (-8.1) Social 6 (All) (-8.1) Math 6 (All) (-7.1) Social 6 (Eng) (-7.0) Math 6 (Eng) (-6.0) ELA 9 (K&E) (-5.9) Math 9 (K&E) (-5.3) ELA 9 (-5.1) ELA 6 (-4.8) Math 9 (All) (-4.5) French LA 9 (-4.4) Social 9 (Eng) (-4.3) Social 9 (All) (-4.2) Science 9 (All) (-3.8) Math 9 (Eng) (-3.7) Social 9 (Fr) (-2.1) Social 9 (K&E) (-2.1) Science 9 (Fr) (0.1) Acceptable Standard <ul style="list-style-type: none"> Math 9 (Fr) (-36.4) Social 6 (Fr) (-16.3) Social 9 (Fr) (-12.5) French LA 6 (-9.4) Social 6 (Eng) (-8.3) Science 9 (Fr) (-7.7) Science 9 (Eng) (-4.2) Math 6 (Eng) (-3.9) Science 6 (Fr) (-3.5) Math 6 (All) (-3.3) Social 9 (All) (-3.1) Math 6 (Fr) (-2.9) French LA 9 (-2.8) Social 6 (All) (-2.8) Social 9 (Eng) (-2.4) Math 9 (All) (-2.2) Science 6 (All) (-0.5) Science 6 (Eng) (-0.4) ELA 9 (K&E) (-0.1) 	Standard of Excellence <ul style="list-style-type: none"> Science 6 (Fr) (-12.4) Math 9 (Fr) (-11.1) Math 9 (All) (-5.1) Math 6 (Fr) (-4.9) French LA 6 (-4.7) Math 9 (Eng) (-4.5) ELA 6 (-2.1) French LA 9 (-2.1) Science 6 (All) (-2.0) Social 9 (Fr) (-1.8) Social 9 (K&E) (-1.8) Social 6 (All) (-1.7) Social 6 (Eng) (-1.4) ELA 9 (-1.1) Social 6 (Fr) (-0.7) Math 6 (All) (-0.4) Science 6 (Eng) (-0.4) Acceptable Standard <ul style="list-style-type: none"> Math 9 (Fr) (-24.1) ELA 9 (K&E) (-11.1) Math 9 (All) (-6.5) Math 9 (Eng) (-5.0) Social 9 (Fr) (-3.9)

English Language Arts 6	Alberta					Parkland School Division						
	13-14	14-15	15-16	16-17	17-18	13-14	14-15	15-16	16-17	17-18	+/-	Gap
Excellence	17.6	19.5	20.4	18.9	17.9	13.1	14.0	15.9	15.2	13.1	-2.1	-4.8
Acceptable	81.9	82.8	82.9	82.5	83.5	82.6	83.8	85.2	84.2	84.9	+0.7	+1.4
Percentage Writing	90.4	90.6	90.6	90.2	90.6	94.2	94.4	94.8	94.9	94.7	-0.2	+4.1

French Language Arts 6	Alberta					Parkland School Division						
	13-14	14-15	15-16	16-17	17-18	13-14	14-15	15-16	16-17	17-18	+/-	Gap
Excellence	15.6	13.6	14.2	13.5	12.3	10.4	7.6	9.1	6.9	2.2	-4.7	-10.1
Acceptable	88.0	87.5	87.7	85.1	85.2	64.9	81.8	93.9	75.0	75.8	+0.8	-9.4
Percentage Writing	97.6	97.6	97.9	96.1	95.9	96.1	98.5	100.0	95.8	98.9	+3.1	+3.0

Math 6 (All)	Alberta					Parkland School Division						
	13-14	14-15	15-16	16-17	17-18	13-14	14-15	15-16	16-17	17-18	+/-	Gap
Excellence	15.4	14.1	14.0	12.6	14.0	10.7	7.5	8.6	7.3	6.9	-0.4	-7.1
Acceptable	73.5	73.2	72.2	69.4	72.9	72.0	70.2	70.7	62.4	69.6	+7.2	-3.3
Percentage Writing	90.6	90.8	90.9	90.5	91.1	94.7	94.5	94.6	94.5	94.2	-0.3	+3.1

Math 6 (English)	Alberta					Parkland School Division						
	13-14	14-15	15-16	16-17	17-18	13-14	14-15	15-16	16-17	17-18	+/-	Gap
Excellence	15.3	13.8	13.8	12.3	13.5	11.2	7.2	8.2	7.3	7.5	+0.2	-6.0
Acceptable	72.7	72.5	71.4	68.4	71.9	72.0	70.3	69.7	62.4	68.0	+5.6	-3.9
Percentage Writing	90.1	90.2	90.4	89.9	90.5	94.0	94.2	94.1	94.1	94.2	+0.1	+3.7

Math 6 (French)	Alberta					Parkland School Division						
	13-14	14-15	15-16	16-17	17-18	13-14	14-15	15-16	16-17	17-18	+/-	Gap
Excellence	16.7	17.9	16.8	16.2	19.4	6.6	10.6	12.1	7.1	2.2	-4.9	-17.2
Acceptable	83.9	82.4	82.0	80.8	85.3	72.4	69.7	80.3	61.4	82.4	+21.0	-2.9
Percentage Writing	98.4	98.3	98.3	98.2	98.2	100.0	98.5	100.0	98.6	94.5	-4.1	-3.7

Science 6 (All)	Alberta					Parkland School Division						
	13-14	14-15	15-16	16-17	17-18	13-14	14-15	15-16	16-17	17-18	+/-	Gap
Excellence	24.9	25.3	27.1	29.0	30.5	21.3	16.8	18.9	22.9	20.9	-2.0	-9.6
Acceptable	75.9	76.3	78.0	76.9	78.8	75.9	77.6	79.7	74.5	78.3	+3.8	-0.5
Percentage Writing	90.2	90.3	90.6	89.7	90.9	94.2	94.1	94.8	94.5	95.0	+0.5	+4.1

Science 6 (English)	Alberta					Parkland School Division						
	13-14	14-15	15-16	16-17	17-18	13-14	14-15	15-16	16-17	17-18	+/-	Gap
Excellence	25.3	25.9	27.7	29.5	31.2	23.3	17.6	19.1	23.5	23.1	-0.4	-8.1
Acceptable	75.4	76.0	77.6	76.6	78.4	76.9	78.6	79.2	76.3	78.0	+1.7	-0.4
Percentage Writing	89.5	89.7	90.0	89.1	90.3	93.5	93.8	94.4	94.6	94.6	0.0	+4.3

Science 6 (French)	Alberta					Parkland School Division						
	13-14	14-15	15-16	16-17	17-18	13-14	14-15	15-16	16-17	17-18	+/-	Gap
Excellence	19.4	18.4	19.1	21.9	22.7	5.3	7.6	16.7	15.7	3.3	-12.4	-19.4
Acceptable	82.7	80.3	83.8	81.5	83.7	68.4	66.7	84.8	55.7	80.2	+24.5	-3.5
Percentage Writing	98.4	98.2	98.3	97.9	97.7	100.0	98.5	98.5	94.3	97.8	+3.5	+0.1

Social 6 (All)	Alberta					Parkland School Division						
	13-14	14-15	15-16	16-17	17-18	13-14	14-15	15-16	16-17	17-18	+/-	Gap
Excellence	16.6	18.1	22.0	21.7	23.2	12.0	10.4	13.2	16.8	15.1	-1.7	-8.1
Acceptable	70.4	69.8	71.4	72.9	75.1	67.9	66.4	70.4	69.7	72.3	+2.6	-2.8
Percentage Writing	89.5	89.8	90.2	90.0	90.7	93.8	93.8	94.5	94.5	95.1	+0.6	+4.4

Social 6 (English)	Alberta					Parkland School Division						
	13-14	14-15	15-16	16-17	17-18	13-14	14-15	15-16	16-17	17-18	+/-	Gap
Excellence	17.1	18.7	22.6	22.4	23.7	12.6	11.0	14.0	18.1	16.7	-1.4	-7.0
Acceptable	70.2	69.6	71.1	72.6	74.9	70.4	67.4	69.7	70.7	73.6	+2.9	-8.3
Percentage Writing	88.9	89.2	89.6	89.3	90.1	93.2	93.3	94.1	94.6	94.8	+0.2	+4.7

Social 6 (French)	Alberta					Parkland School Division						
	13-14	14-15	15-16	16-17	17-18	13-14	14-15	15-16	16-17	17-18	+/-	Gap
Excellence	10.9	9.9	13.7	12.8	16.9	6.6	4.5	6.1	2.9	2.2	-0.7	-14.7
Acceptable	73.8	72.1	75.1	76.2	77.8	47.4	56.1	77.3	58.6	61.5	+2.9	-16.3
Percentage Writing	98.3	97.8	97.9	98.0	98.1	98.7	98.5	98.5	94.3	97.8	+3.5	-0.3

Language 9 (English)	Alberta					Parkland School Division						
	13-14	14-15	15-16	16-17	17-18	13-14	14-15	15-16	16-17	17-18	+/-	Gap
Excellence	15.0	14.4	15.2	14.9	14.7	10.2	9.8	9.3	10.7	9.6	-1.1	-5.1
Acceptable	76.3	75.6	77.0	76.8	76.1	74.0	77.5	72.7	75.1	78.0	+2.9	+1.9
Percentage Writing	88.3	88.5	88.8	88.8	88.9	93.1	92.8	91.7	94.9	93.9	-1.0	+5.0

Language 9 (French)	Alberta					Parkland School Division						
	13-14	14-15	15-16	16-17	17-18	13-14	14-15	15-16	16-17	17-18	+/-	Gap
Excellence	11.1	10.1	10.8	11.2	9.8	3.8	6.1	3.8	7.5	5.4	-2.1	-4.4
Acceptable	86.5	85.8	83.0	83.1	81.4	80.8	73.5	86.5	74.6	78.6	+4.0	-2.8
Percentage Writing	96.8	96.2	96.7	96.1	95.9	98.1	95.9	98.1	98.5	100.0	+1.5	+4.1

Language 9 (K&E)	Alberta					Parkland School Division						
	13-14	14-15	15-16	16-17	17-18	13-14	14-15	15-16	16-17	17-18	+/-	Gap
Excellence	3.5	4.5	6.2	5.9	5.9	0.0	0.0	0.0	0.0	0.0	=	-5.9
Acceptable	62.8	63.0	59.8	58.8	55.7	61.5	91.7	66.7	66.7	55.6	-11.1	-0.1
Percentage Writing	80.2	81.7	80.0	79.7	80.0	84.6	91.7	100.0	73.3	100.0	+26.7	+20.0

Math 9 (All)	Alberta					Parkland School Division						
	13-14	14-15	15-16	16-17	17-18	13-14	14-15	15-16	16-17	17-18	+/-	Gap
Excellence	17.3	17.9	17.5	19.0	15.0	11.1	11.3	11.9	15.6	10.5	-5.1	-4.5
Acceptable	67.1	65.3	67.8	67.2	59.2	63.1	67.5	61.7	63.5	57.0	-6.5	-2.2
Percentage Writing	89.1	89.4	89.5	89.0	88.7	93.1	94.3	92.6	94.9	93.9	-1.0	+5.2

Math 9 (English)	Alberta					Parkland School Division						
	13-14	14-15	15-16	16-17	17-18	13-14	14-15	15-16	16-17	17-18	+/-	Gap
Excellence	16.9	17.5	17.2	18.7	14.5	11.6	11.4	12.0	15.3	10.8	-4.5	-3.7
Acceptable	65.9	64.0	66.7	66.2	58.0	62.8	66.5	60.9	63.3	58.3	-5.0	+0.3
Percentage Writing	88.6	88.8	88.9	88.5	88.2	92.7	94.2	92.2	94.5	93.4	-1.1	+5.2

Math 9 (French)	Alberta					Parkland School Division						
	13-14	14-15	15-16	16-17	17-18	13-14	14-15	15-16	16-17	17-18	+/-	Gap
Excellence	22.5	24.4	21.8	23.6	22.1	3.8	10.2	11.5	18.2	7.1	-11.1	-15.0
Acceptable	84.4	84.0	83.7	82.5	77.5	67.3	81.6	71.2	65.2	41.1	-24.1	-36.4
Percentage Writing	97.3	97.3	97.7	96.8	97.7	98.1	95.9	98.1	98.5	100.0	+1.5	+2.3

Math 9 (K&E)	Alberta					Parkland School Division						
	13-14	14-15	15-16	16-17	17-18	13-14	14-15	15-16	16-17	17-18	+/-	Gap
Excellence	14.5	14.4	13.0	13.3	13.6	7.7	26.7	0.0	0.0	8.3	+8.3	-5.3
Acceptable	63.4	60.9	61.2	57.5	57.4	61.5	66.7	60.0	37.5	83.3	+45.8	+25.9
Percentage Writing	86.2	85.9	86.8	85.1	84.9	84.6	66.7	100.0	75.0	100.0	+25.0	+15.1

Science 9 (All)	Alberta					Parkland School Division						
	13-14	14-15	15-16	16-17	17-18	13-14	14-15	15-16	16-17	17-18	+/-	Gap
Excellence	22.1	22.8	22.4	21.4	24.4	16.5	20.3	15.5	16.3	20.6	+4.3	-3.8
Acceptable	73.2	74.1	74.2	74.0	75.7	73.2	79.3	71.2	70.6	76.3	+5.7	+0.6
Percentage Writing	89.6	89.9	89.9	89.3	89.7	94.0	95.2	93.1	94.5	94.2	-0.3	+4.5

Science 9 (English)	Alberta					Parkland School Division						
	13-14	14-15	15-16	16-17	17-18	13-14	14-15	15-16	16-17	17-18	+/-	Gap
Excellence	17.6	22.8	22.5	21.3	24.4	17.3	21.3	15.7	15.9	20.2	+4.3	-4.2
Acceptable	77.9	73.3	73.5	73.2	75.0	73.8	79.1	70.3	70.4	76.2	+5.8	+1.2
Percentage Writing	89.6	89.4	89.3	88.8	89.1	93.7	95.2	92.7	94.2	93.7	-0.5	+4.6

Science 9 (French)	Alberta					Parkland School Division						
	13-14	14-15	15-16	16-17	17-18	13-14	14-15	15-16	16-17	17-18	+/-	Gap
Excellence	23.0	21.1	22.4	16.7	25.1	5.8	6.1	13.5	19.7	25.0	+5.3	-0.1
Acceptable	84.8	85.4	86.0	61.1	86.3	65.4	81.6	82.7	72.7	78.6	+5.9	-7.7
Percentage Writing	97.4	97.8	97.9	91.7	97.8	98.1	95.9	98.1	97.0	100.0	+3.0	+2.2

Science 9 (K&E)	Alberta					Parkland School Division						
	13-14	14-15	15-16	16-17	17-18	13-14	14-15	15-16	16-17	17-18	+/-	Gap
Excellence	15.1	14.3	13.3	18.2	12.3	23.1	20.0	0.0	12.5	22.2	+9.7	+9.9
Acceptable	64.5	63.8	63.9	81.8	64.6	69.2	73.3	77.8	37.5	77.8	+40.3	+13.2
Percentage Writing	87.0	85.4	83.6	90.9	86.9	84.6	80.0	100.0	75.0	100.0	+25.0	+13.1

Social 9 (All)	Alberta					Parkland School Division						
	13-14	14-15	15-16	16-17	17-18	13-14	14-15	15-16	16-17	17-18	+/-	Gap
Excellence	19.8	18.0	20.2	14.8	21.5	13.3	14.2	9.8	16.1	17.3	+1.2	-4.2
Acceptable	65.1	64.7	67.0	64.6	66.7	58.6	65.7	57.0	63.4	63.6	+0.2	-3.1
Percentage Writing	88.6	89.1	89.4	93.9	89.5	93.1	93.8	92.1	94.9	94.4	-0.5	+4.9

Social 9 (English)	Alberta					Parkland School Division						
	13-14	14-15	15-16	16-17	17-18	13-14	14-15	15-16	16-17	17-18	+/-	Gap
Excellence	20.0	18.3	20.2	15.3	21.6	14.0	14.8	10.2	15.7	17.3	+1.2	-4.3
Acceptable	64.4	64.0	66.3	64.8	66.0	58.7	65.3	55.6	62.9	63.6	+0.2	-2.4
Percentage Writing	88.1	88.4	88.8	94.0	88.9	92.7	93.6	91.6	94.5	94.0	-0.5	+5.1

Social 9 (French)	Alberta					Parkland School Division						
	13-14	14-15	15-16	16-17	17-18	13-14	14-15	15-16	16-17	17-18	+/-	Gap
Excellence	17.6	14.3	20.9	5.6	20.0	3.8	6.1	5.8	19.7	17.9	-1.8	-2.1
Acceptable	74.6	74.9	77.2	61.1	76.8	57.7	71.4	75.0	68.2	64.3	-3.9	-12.5
Percentage Writing	96.0	97.7	97.8	91.7	97.5	98.1	95.9	98.1	98.5	100.0	+1.5	+2.5

Social 9 (K&E)	Alberta					Parkland School Division						
	13-14	14-15	15-16	16-17	17-18	13-14	14-15	15-16	16-17	17-18	+/-	Gap
Excellence	11.2	11.6	12.7	11.8	14.2	7.7	13.3	0.0	6.7	11.1	-1.8	-3.1
Acceptable	57.3	58.0	56.3	85.3	55.2	61.5	66.7	55.6	40.0	55.6	15.6	+0.4
Percentage Writing	85.4	83.5	83.3	91.2	85.3	84.6	66.7	100.0	86.7	100.0	+13.3	+14.7

MEASURE BY MEASURE: DERIVED RESULTS AND SURVEY RESULTS

A brief definition of each of the Accountability Pillar measures is provided below the individual measure.

First Nations, Métis and Inuit results reported for the Accountability Pillar only include students that self-identified as First Nations, Métis or Inuit on student registration forms. School authorities are required to report on Accountability Pillar results for First Nations, Metis, and Inuit students. These measures are provided for the purpose of monitoring and improving education outcomes.

Some measures are derived over time; therefore, the charts below reflect results from 2016-2017 for the following:

- Drop Out Rate
- High School Completion
- Diploma Exam Participation Rate
- Rutherford Scholarship Eligibility
- Six Year Post-Secondary Transition Rate

HIGH SCHOOL COMPLETION RATE

High School Completion Rate:					Percentage of students who completed high school within <u>three</u> years of entering Grade 10			
Parkland School Division Results (in percentages)					Target	3 Year Measure Evaluation		
'12-'13	'13-'14	'14-'15	'15-'16	'16-'17	2018	Achievement	Improvement	Overall
77.1	77.8	78.3	82.1	79.2	82.5	High	Maintained	Good
Parkland School Division (First Nations, Métis, Inuit) Results (in percentages)								
'12-'13	'13-'14	'14-'15	'15-'16	'16-'17	2018	Achievement	Improvement	Overall
66.4	56.2	66.2	72.7	65.8	n/a	Intermediate	Maintained	Acceptable
						Current	Previous	3 Year Avg.
Parkland School Division						79.2	82.1	79.4
Alberta						78.0	78.0	77.0
Alberta First Nations, Métis and Inuit Students						53.3	53.7	50.5

High School Completion Rate (3-year) is the percentage of students in the grade 10 cohort (grade 10 year of entry) who have completed high school by the end of their third year, adjusted for attrition.

When reviewing this information, it is important to note that some derived measures may only be reported in the following year. These measures are updated in March and reflect the year previous (2016-2017).

High school completion is defined as: receiving an Alberta high school diploma, an IOP certificate or high school equivalency (GED); entering a post-secondary level program at an Alberta post-secondary institution; registering in an Alberta apprenticeship program; or earning credit in five grade 12 level courses, including four diploma examination courses.

DROPOUT RATE

Drop Out Rate:					Annual Drop Out rate of students aged 14 to 18			
Parkland School Division Results (in percentages)					Target	3 Year Measure Evaluation		
'12-'13	'13-'14	'14-'15	'15-'16	'16-'17	2018	Achievement	Improvement	Overall
3.2	3.1	3.5	2.4	2.0	2.0	Very High	Improved Sig.	Excellent
Parkland School Division (First Nations, Métis, Inuit) Results (in percentages)								
'12-'13	'13-'14	'14-'15	'15-'16	'16-'17	2018	Achievement	Improvement	Overall
2.8	4.6	5.6	4.8	2.8	n/a	High	Improved	Good
						Current	Previous	3 Year Avg.
Parkland School Division Students						2.0	2.4	3.0
Alberta Students						2.3	3.0	3.3
Alberta First Nations, Métis and Inuit Students						4.8	5.8	6.3

Drop Out Rate is the percentage of students aged 14-18 registered in the K-12 system who drop out the following year, adjusted for attrition. Note: a lower value is preferable in this measure.

- An initial age specific cohort of students aged 14 to 18 is established for a given school year, excluding the following groups of students: students who registered after September 30, students with severe cognitive/multiple disabilities, students attending Hutterite colony schools, visiting/exchange students, students under other authorities (e.g. federal, Lloydminster).
- A student who was in Alberta's education system is considered to have dropped out if:
 - There is no evidence of their participation in the education system the following school year (including post-secondary and apprenticeship programs)
 - They did not complete high school (see high school completion measure for details).

TRANSITION RATE

Transition Rate:					High school to post-secondary transition rate of students within <u>six</u> years of entering Grade 10			
Parkland School Division Results (in percentages)					Target	3 Year Measure Evaluation		
'12-'13	'13-'14	'14-'15	'15-'16	'16-'17	2018	Achievement	Improvement	Overall
52.0	56.9	52.8	46.9	47.3	52.0	Intermediate	Declined	Issue
Parkland School Division (First Nations, Métis, Inuit) Results (in percentages)								
'12-'13	'13-'14	'14-'15	'15-'16	'16-'17	2018	Achievement	Improvement	Overall
43.4	51.9	46.1	35.1	35.0	52.0	Very Low	Declined	Concern
						Current	Previous	3 Year Avg.
Parkland School Division Students						47.3	46.9	52.2
Alberta Students						58.7	57.9	59.0
Alberta First Nations, Métis and Inuit Students						33.0	31.8	32.8

Post-Secondary Transition Rate (6-year) is the percentage of students in the grade 10 cohort who have entered a post-secondary-level program at an Alberta post-secondary institution or registered in an Alberta apprenticeship program within six years of entering grade 10, adjusted for attrition.

- An estimate of out-of-province post-secondary enrollment is applied based on the numbers of funded Alberta students attending post-secondary institutions out of province.

RUTHERFORD SCHOLARSHIP RATE

Rutherford Scholarship Eligibility Rate:					Percentage of Alberta grade 12 students who have met the eligibility criteria for a Rutherford Scholarship			
Parkland School Division Results (in percentages)					Target	3 Year Measure Evaluation		
'12-'13	'13-'14	'14-'15	'15-'16	'16-'17	2018	Achievement	Improvement	Overall
n/a	n/a	60.1	59.5	63.6	64.0	n/a	Improved	n/a
Parkland School Division (First Nations, Métis, Inuit) Results (in percentages)								
'12-'13	'13-'14	'14-'15	'15-'16	'16-'17	2018	Achievement	Improvement	Overall
n/a	n/a	43.2	34.7	50.5	40.0	n/a	Improved	n/a
						Current	Previous	3 Year Avg.
Parkland School Division Students						63.6	59.5	59.8
Alberta Students						63.4	62.3	61.5
Alberta First Nations, Métis and Inuit Students						35.9	34.2	33.0

Rutherford Scholarship Eligibility Rate is the percentage of Alberta grade 12 students who have met the eligibility criteria for a Rutherford Scholarship based on course marks in grades 10, 11 and/or 12.

- Students must have completed at least one grade 12 course. Students in the following categories are excluded: students who are not registered on September 30 of the school year; registered in schools under provincial and federal authorities; 20 years of age or older on September 1 of the school year; identified in the grade 12 school year as having a moderate/severe cognitive disability or severe multiple disability; identified in the grade 12 school year as exchange or visiting students.
- Historical Rutherford Rates are not available due to the transition to a Provincial Approach to Student Information (PASI).

DIPLOMA EXAMINATION PARTICIPATION RATE

Diploma Exam Participation Rate:					Percentage of students writing <u>four</u> or more diploma exams within three years of entering Grade 10			
Parkland School Division Results (in percentages)					Target	3 Year Measure Evaluation		
'12-'13	'13-'14	'14-'15	'15-'16	'16-'17	2018	Achievement	Improvement	Overall
47.6	45.1	47.6	46.8	47.0	47.5	Intermediate	Maintained	Acceptable
Parkland School Division (First Nations, Métis, Inuit) Results (in percentages)								
'12-'13	'13-'14	'14-'15	'15-'16	'16-'17	2018	Achievement	Improvement	Overall
34.1	28.1	32.2	23.8	32.9	n/a	Low	Maintained	Issue
						Current	Previous	3 Year Avg.
Parkland School Division Students						47.0	46.8	46.5
Alberta Students						55.7	54.9	54.7
Alberta First Nations, Métis and Inuit Students						24.4	21.8	21.2

Diploma Exam Participation Rate (4+Exams) is the percentage of students in the grade 10 cohort who have written four or more diploma exams by the end of their third year in high school, adjusted for attrition. Students are not considered to be a diploma examination participant if they do not have an examination mark.

CITIZENSHIP

Accountability Pillar Performance Measure A.6 (Citizenship):					Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship			
Parkland School Division Results (in percentages)					Target	3 Year Measure Evaluation		
'13-'14	'14-'15	'15-'16	'16-'17	'17-'18	2019	Achievement	Improvement	Overall
79.3	77.8	75.8	74.7	73.7	80.0	Intermediate	Declined Sig.	Issue
						Current	Previous	3 Year Avg.
Parkland School Division Students, Parents and Teachers						73.7	74.7	76.1
Alberta Students, Parents and Teachers						83.0	83.7	83.7

This Accountability Pillar Measure (A.6) asks respondents to identify agreement or disagreement on a number of items, including:

- Students at Parkland School Division help each other when they can;
- Students at Parkland School Division respect each other;
- Students are encouraged at Parkland School Division to be involved in activities that help the community; and
- Students are encouraged to try their best.

WORK PREPARATION

Accountability Pillar Performance Measure A.8 (Work Preparation):					Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school			
Parkland School Division Results (in percentages)					Target	3 Year Measure Evaluation		
'13-'14	'14-'15	'15-'16	'16-'17	'17-'18	2019	Achievement	Improvement	Overall
72.0	74.3	72.3	76.2	70.4	75.4	Low	Declined	Issue
						Current	Previous	3 Year Avg.
Parkland School Division Parents and Teachers						70.4	76.2	74.3
Alberta Parents and Teachers						82.4	82.7	82.4

This Accountability Pillar Measure (A.8) asks respondents to identify agreement or disagreement on one item:

- Students at your school are taught attitudes and behaviors to be successful at work when they leave school

ALBERTA EDUCATION OUTCOME THREE

ALBERTA'S EDUCATION SYSTEM RESPECTS DIVERSITY AND PROMOTES INCLUSION

Alberta Education's Business Plan notes:

Human rights and diversity are integral to a strong society. Education plays an important role in the preparation of responsible, caring, and successful citizens. The ministry enables children and students to pursue success and develop competencies during their education that contributes to participation in diverse and inclusive communities.

An inclusive education system is established when the system anticipates and values diversity, understands learners' strengths and needs, and reduces barriers to promote a culture of well-being. This is done through effective and meaningful collaboration with parents and partners to meet the educational needs of children and students.

The following measures are considered:

SAFE AT SCHOOL

Accountability Pillar Performance Measure B.4 (Safe and Caring):					Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school			
Parkland School Division Results (in percentages)					Target	3 Year Measure Evaluation		
'13-'14	'14-'15	'15-'16	'16-'17	'17-'18	2019	Achievement	Improvement	Overall
87.0	86.7	85.2	84.8	83.3	86.0	Intermediate	Declined Sig.	Issue
						Current	Previous	3 Year Avg.
Parkland School Division Students, Parents and Teachers						83.3	84.8	85.6
Alberta Students, Parents and Teachers						89.0	89.5	89.4

This Accountability Pillar Measure (B.4) asks respondents to identify agreement or disagreement on the following items:

- Students treat each other well at Parkland School Division;
- Teachers care about your child;
- Your child is safe at Parkland School Division;
- Your child is safe on the way to and from Parkland School Division;
- Your child is treated fairly by adults at Parkland School Division.

ALBERTA EDUCATION OUTCOME FOUR

ALBERTA HAS EXCELLENT TEACHERS, SCHOOL AND SCHOOL AUTHORITY LEADERS

Alberta Education's Business Plan notes:

The ministry maintains high standards for teachers, school leaders, and school authority leaders by ensuring that their preparation and professional growth focus on the competencies needed to help students perform their best, and that effective learning and teaching are achieved through collaborative leadership.

Results for Outcome Four are specific to teacher preparation and professional growth that centers on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.

The following measures are considered:

PROGRAM OF STUDIES SATISFACTION

Performance Measure A1.B: (Program of Studies)					Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education			
Parkland School Division Results (in percentages)					Target	3 Year Measure Evaluation		
'13-'14	'14-'15	'15-'16	'16-'17	'17-'18	2017	Achievement	Improvement	Overall
79.8	78.9	77.5	78.8	78.4	79.0	Intermediate	Maintained	Acceptable
						Current	Previous	3 Year Avg.
Parkland School Division Students, Parents and Teachers						78.4	78.8	78.4
Alberta Students, Parents and Teachers						81.8	81.9	81.7

This Accountability Pillar Measure (A.1B) asks respondents to identify agreement or disagreement on opportunities to participate in the following seven areas: Second languages, Art, Computers, Drama, Health, Music and Physical Education.

ALBERTA EDUCATION OUTCOME FIVE

THE EDUCATION SYSTEM IS WELL GOVERNED AND MANAGED

Alberta Education sets the direction for the education system by establishing guiding legislation, allocating funding and building and maintaining school facilities to protect Albertans' confidence in public education. The following results from Alberta Education's Outcome 5 are specific to the education system demonstrating efficient governance, collaboration and engagement:

PARENT INVOLVEMENT

Accountability Pillar Performance Measure C.1 (Parental Involvement):					Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education			
Parkland School Division Results (in percentages)					Target	3 Year Measure Evaluation		
'13-'14	'14-'15	'15-'16	'16-'17	'17-'18	2017	Achievement	Improvement	Overall
77.0	76.9	75.8	76.8	74.4	78.0	Low	Declined	Issue
						Current	Previous	3 Year Avg.
Parkland School Division Parents and Teachers						74.4	76.8	76.5
Alberta Parents and Teachers						81.2	81.2	81.0

This Accountability Pillar Measure (C.1) asks respondents to quantify the amount of participation available to them on the following items:

- To what extent are you involved in decisions about your child's education?
- To what extent are you involved in decisions at Parkland School Division?

Furthermore, this measure (C.1) asks respondents to quantify satisfaction on the following:

- How satisfied or dissatisfied are you that your input into decisions at your child's school is considered?
- How satisfied or dissatisfied are you with the opportunity to be involved in decisions about your child's education?
- How satisfied or dissatisfied are you with the opportunity to be involved in decisions at your child's school?

EDUCATION QUALITY

Accountability Pillar Performance Measure A.4 (Education Quality):					Percentage of teachers, parents and students satisfied with the overall quality of basic education			
Parkland School Division Results (in percentages)					Target	3 Year Measure Evaluation		
'13-'14	'14-'15	'15-'16	'16-'17	'17-'18	2017	Achievement	Improvement	Overall
86.2	86.6	86.0	87.3	85.6	87.5	Intermediate	Declined	Issue
						Current	Previous	3 Year Avg.
Parkland School Division Parents and Teachers						85.6	87.3	86.6
Alberta Parents and Teachers						90.0	90.1	89.9

This Accountability Pillar Measure (A.4) asks respondents to identify agreement or disagreement on the following items:

- Does your child clearly understand what he or she is expected to learn at school?
- Does your child find school work challenging?
- Does your child find school work interesting?
- Is your child learning what she or he needs to know?

Furthermore, this measure (A.4) asks respondents to quantify satisfaction on the following:

- How satisfied or dissatisfied are you with the quality of education your child is receiving at school?
- How satisfied or dissatisfied are you with the quality of teaching at Parkland School Division?

JURISDICTION (SCHOOL) IMPROVEMENT

Accountability Pillar Performance Measure E.2 (School Improvement):					Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years			
Parkland School Division Results (in percentages)					Target	3 Year Measure Evaluation		
'13-'14	'14-'15	'15-'16	'16-'17	'17-'18	2017	Achievement	Improvement	Overall
77.1	74.7	75.1	73.3	71.9	77.0	Intermediate	Declined Sig.	Issue
						Current	Previous	3 Year Avg.
Parkland School Division Students, Parents and Teachers						71.9	73.3	74.3
Alberta Students, Parents and Teachers						80.3	81.4	80.7

One measure for this Accountability Pillar Measure (E.2) is provided to parents:

- In your opinion, has the quality of education that your child experienced at school improved, stayed the same, or declined in the past three years?

One measure for this Accountability Pillar Measure (E.2) is provided to teachers:

- In your opinion, has the quality of education at Parkland School Division improved, stayed the same, or declined in the past three years?

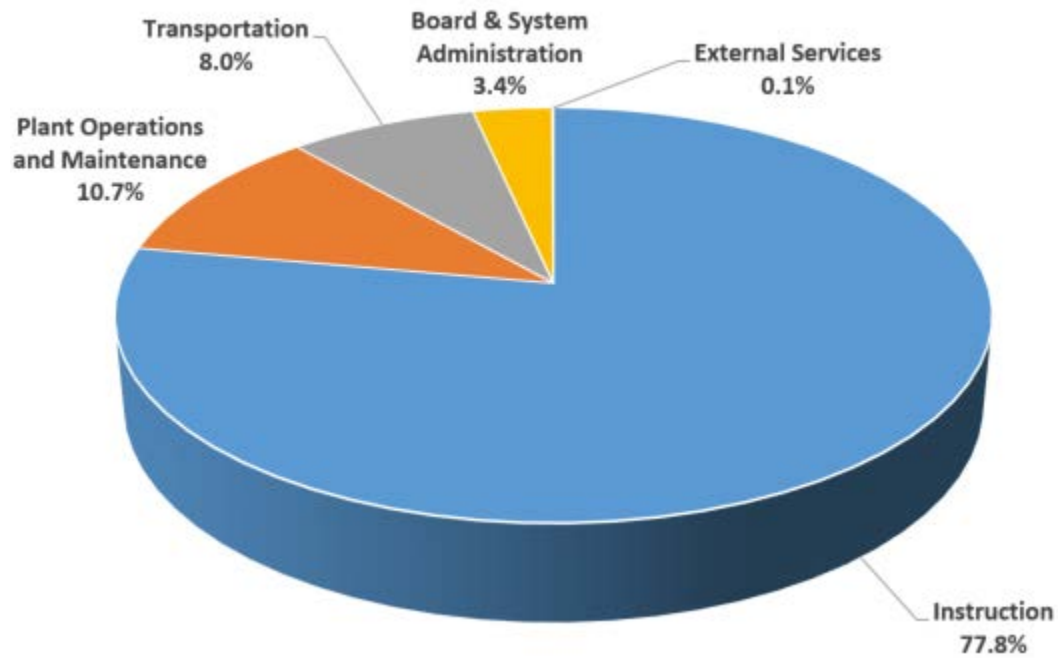
Students are asked to respond with agreement or disagreement on two items:

- Are you proud of Parkland School Division?
- Would you recommend Parkland School Division to a friend?

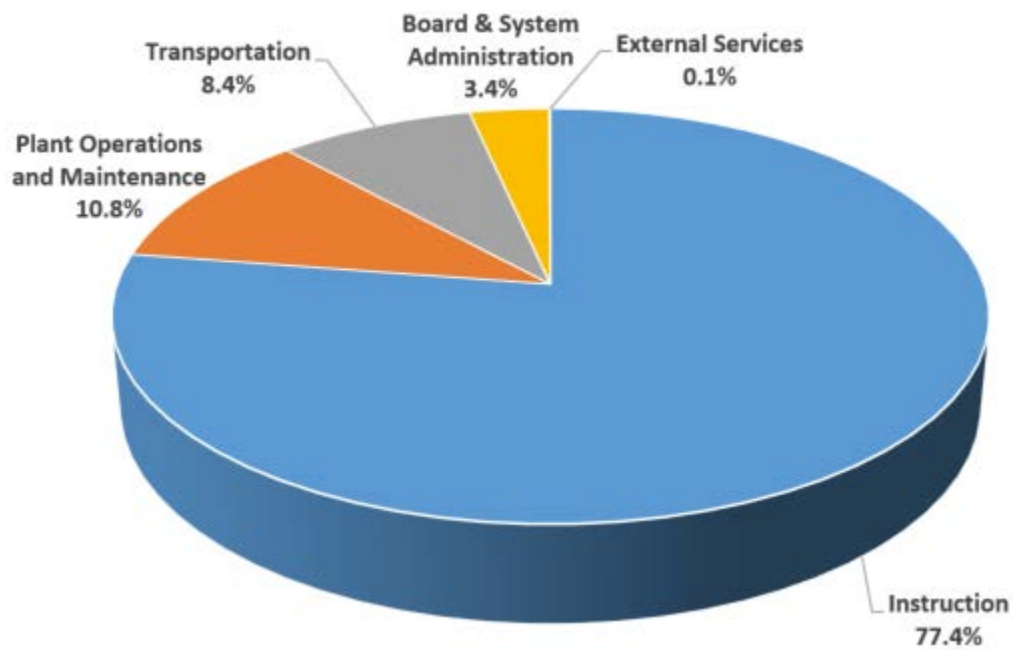
AUDITED FINANCIAL STATEMENT 2017-2018

- Revenues over the previous year show an increase of \$3,837,615 (3.0%).
- Expenditures over the previous year show an increase of \$ 4,471,791 (3.5%).
- The cost of educating 11,123 students was \$131,814,005.
- 77.4% (\$102,038,891) of total funds (which includes Instruction, School Generated Funds, and System Instruction) was spent directly on students in the class room.
- The single largest classroom expenditure was for staff salaries and benefits. The average teaching cost was \$112,471 (\$101,010 excluding Alberta Teachers Retirement Fund costs). This accounted for 69.9% of all instructional expenses.
- The cost for Board and System Administration was below the province's cap of 3.6% for a total of 3.4% (\$4,480,927).
- Expenditures to transport students to and from school amounted to 8.4% (\$11,041,855).
- The cost of maintaining and operating 23 sites amounted to 10.8% (\$14,179,434).
- Parkland's annual operating surplus is \$320,774 which relates to a surplus from operations of \$309,741 and a surplus from School Generated Funds of \$11,033. The total accumulated surplus from operations is \$ 6,345,494, which includes \$923,565 from School Generated Funds and \$ 943,768 unrestricted.
- Capital funding equated to 3.1% (\$4,085,986).
- Parkland's capital reserves amount to \$3,572,049.
- Capital projects during 2017-2018 included Copperhaven School, Infrastructure, Maintenance and Renewal projects, Centre for Education renovations, Woodhaven modernization and Duffield modulars.

2017 – 2018 REVENUES



2017-2018 EXPENDITURES



MORE INFORMATION IS AVAILABLE

Information in greater detail is available on the Parkland School Division website at <http://www.psd70.ab.ca/Reports.php> including:

- 2017-2018 Audited Financial Statements;
- Parkland School Division's sources of school generated funds and their uses;
- Related unaudited schedules for 2017-2018;
- Class size information; and
- Parkland School Division School Education Plans.

For further information, please contact Parkland School Division at 780-963-4010.

Comparative information is also available in a provincial report.

A web link to the provincial roll up of jurisdiction Audited Financial Statement I located at:

<https://education.alberta.ca/admin/funding/audited.aspx>

WHISTLEBLOWER PROTECTION

Section 32 of the Public Interest Disclosure Act (2013) requires that school authorities include their annual report of disclosures in the Annual Education Results Report.

Parkland School Division's Board of Trustees is committed to acting with integrity and to ethical behaviour in all matters. To that end, the Board will help to foster and maintain an environment where employees can act appropriately, without any fear of reprisal. Further, the Board strongly encourages employees to seek counsel from supervisors whenever they are in doubt about the best and ethical course of action in a particular situation.

As such, the Board created Whistleblower Protection Policy 20 on November 5, 2013. This can be found under the Policies section at: www.psd70.ab.ca/OurBoard/Pages/BoardPolicies.aspx

Parkland School Division reported no disclosures for 2017-2018.

