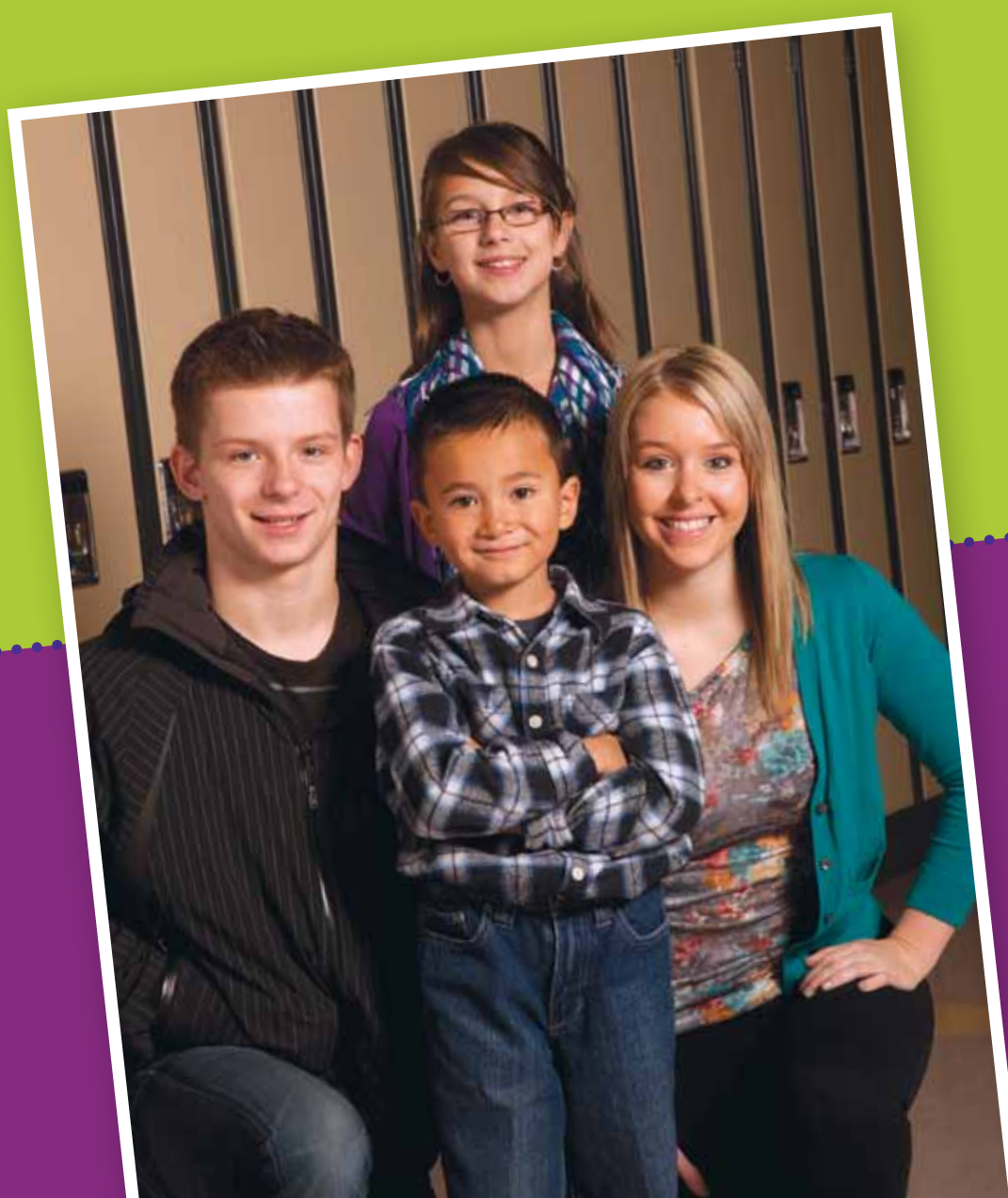# 2010 – 2013
Division Three Year Education Plan

AND

2009 – 2010
Annual Education Results Report

Parkland School Division No. 70
November 2010

COVER PHOTO: (left to right) Mike Brown, 17 years, Memorial Composite High School; Megan King, 12 years, Graminia School; Jared Munch, 6 years, Tomahawk School, and Lindsay Harvey, 21 years, a graduate of Spruce Grove Composite High School (Lindsay is a graduate of NAIT's Radio & Television Program and now works at Global Edmonton)

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For additional information about Parkland School Division's 2010-2013 Three Year Plan and 2009-2010 Annual Education Results Report Capital Plan or Budget, contact:

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Accountability

Accountability Statement

Parkland School Division's Three-Year Education Plan for 2010-2013 was prepared by the jurisdiction's Board of Trustees, teachers and its Lead Team, which is comprised of system and school administrators. Stakeholders from the community, parents and students also provided input.

The Annual Education Results Report for the 2009 / 2010 school year and the Education Plan for the three years commencing September 1, 2010 for Parkland School Division No. 70 was prepared under the direction of the Board in accordance with its responsibilities under the *School Act* and the *Government Accountability Act*. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2009/2010 school year and the three-year Education Plan for 2010 – 2013 on November 25, 2010.

Richard Gilchrist
Board Chairperson
Ward 3

Tim Monds
Superintendent of Schools

Ron Heinrichs
Ward 1

Kathleen Linder
Ward 2
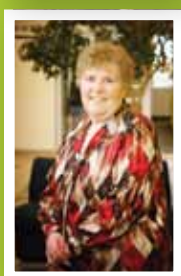
Irene Goebel
Ward 4

Dorcas Kilduff
Ward 5

Eric Cameron
Ward 5

Elsie Kinsey
Ward 6

The Division's Combined Three-year Education Plan and the Annual Education Results Report will be shared with school administrators, school councils, community partners and agencies, local MLAs and Mayors and will be posted on the Division Website:

- Posted to Division website at http://www.psd70.ab.ca/OurDivision/ReportsandPublications/Pages/Default.aspx
- Copies are sent to each school, and each school council, as well as agencies within the community
- Highlights from the plan are shared with school Division staff through the weekly staff information bulletin, "On-Line".
- School communities and the public are also informed about the Three-Year Education Plan and the Annual Education Results Report through "Partners in Education", our Divisional E-newsletter.
- School Reports maybe accessed from the Division's website: http://www.psd70.ab.ca/OurSchools/Pages/Default.aspx
- Local MLA's, Mayors receive an electronic copy.

Foundation Statements

VISION

Parkland School Division is a learning organization dedicated to the development of children.

MISSION

Our primary purpose in Parkland School Division is to create learning environments through which children achieve enduring success.

CORE VALUES

Our Beliefs are founded on the values of:

- Trust
- Respect
- Integrity
- Fairness
- Inclusiveness
- Accessibility
- Transparency in Communications

PRINCIPLE

Our work is first and foremost about children, their learning and development.

Related Beliefs

- Learning begins with the child.
- All students have the right to access an excellent basic education program that meets their needs.
- Learning environments contribute to the development of skills and habits necessary for the world of work, post-secondary studies, life-long learning and citizenship.
- All students can experience success in learning.
- Social, physical, intellectual, cultural and emotional growth needs of students can be met in the school environment.
- Students have diverse learning and program needs.
- We believe in nurturing hope.

PRINCIPLE

Successful learning occurs in purposeful, safe and respectful environments.

Related Beliefs

- Everyone is entitled to a safe and caring learning environment.
- Excellence in teaching results in excellence in learning.
- Effective staff are critical to successful learning.

PRINCIPLE

Effective decisions are made within an environment that supports meaningful collaboration.

Related Beliefs

- Parents are our partners.
- Leadership is the shared responsibility of everyone within the organization.
- The education of our students is an activity that requires the participation of all members of the education community.
- People closest to the activity have essential information and perspective.
- Effective communication is beneficial to all.
- Meaningful collaboration arises from relationships built on trust, honesty and respect.

PRINCIPLE

Our Division is a vibrant learning organization where everyone is a learner.

Related Beliefs

- Education is a life-long process.
- Staff development is fundamental to students' success.
- All education stakeholders are learners.

PRINCIPLE

People have the freedom to choose and are responsible for their decisions.

Related Beliefs

- People are accountable for the decisions they make.
- Our vision, mission, principles, beliefs and outcomes should be the standard against which we measure our decisions.
- Students are responsible for participating fully in the achievement of their success.

Division Profile

Situated on the western edge of Edmonton, surrounding the City of Spruce Grove and the Town of Stony Plain, and stretching approximately 100 km west to the Pembina River, Parkland School Division serves the educational needs of approximately 9,600 kindergarten to grade twelve students within twenty-five urban and rural instructional sites.

Originally an agricultural region, over the past twenty-five years the economic base has become increasingly industrial through the development of major power generation and coal mining projects at TransAlta Utilities (near Lake Wabamun), oil and gas resources, and the industrial and commercial developments in the Acheson Park and the Ellis and Sherwin Industrial Parks.

Education Plan Process

The planning cycle in Parkland School Division No.70 is a collaborative process. Data is collected and analyzed on an on-going basis providing an opportunity for continuous improvement. This year's planning process involved sessions with 65 leaders from across Parkland School Division, including school and system based administrators, teachers, as well as the Board of Trustees. Discussions focused on the Division's three priorities with an eye to determining progress thus far, and the means by which the Division can continue to provide quality learning opportunities through which all children can achieve enduring success. Included in the planning session was the data collected from a Fall Community Stakeholder meeting held in Spruce Grove on 20 October, 2009, in which 110 people attended. Student advice from the Board of Trustee's Student Advisory Committee was also included. The Division's Council of School Councils was also provided an opportunity to review the Division's Education Plan and to share advice regarding the important work of our Learning Organization.

Governance

The jurisdiction's Board of Trustees takes very seriously its stewardship role in representing Parkland students and communities. The Board's approach to governance, in support of its commitment to excellence in learning and teaching, is to cultivate an environment which promotes open dialogue and transparency. The Board's primary responsibilities involve Trustees in setting directions, allocating resources, monitoring and reporting student and organizational progress and achievements.

Administration

System Administration

Principals report directly to the Superintendent of Schools. Working collaboratively with stakeholders, the Superintendent, Deputy Superintendent, three Associate Superintendents, and 60 Central Office Staff provide curriculum, financial, transportation, facility maintenance, human resources, technology, and communication services to Parkland's school communities.

Facilities

Parkland's Facilities Department, in concert with Business and Finance, has developed a Three Year Capital Plan. Based on the results of a facilities review, which examined the conditions and needs of each school in relation to student population, growth and education programming, the plans prioritize five new construction and modernization projects for the three year plan (see pg.38 for Parkland's 2010-2013 Capital Plan submission).

Transportation

Parkland School Division operates one of the largest student transportation systems in the province, utilizing a fleet of 162 contracted buses to provide services to over 8756 students travelling 16,222 kilometers per day, to schools in Parkland, Evergreen Catholic, private schools and other neighboring jurisdictions (Grande Yellowhead, Black Gold and Wild Rose), where transportation agreements are in place. The department also provides services for students attending sporting trips, field trips, and mini-excursions throughout the year.

Schools and School Councils

Schools

Serving over 58,000 residents in an area of over 3,995 square kilometers, the jurisdiction operates 22 schools in addition to a number of alternate sites including: Connections for Learning, two high school outreach programs and an institutional program. With approximately 590 certificated teaching staff and 469 support staff, the Division facilitates planning and the coordination of services by dividing the jurisdiction into three areas:

Spruce Grove Area Schools	GRADES SERVED	TELEPHONE
Brookwood	K-4	962-3942
École Broxton Park	K-9	962-0212
Graminia	K-9	963-5035
Greystone Centennial Middle	5-9	962-0357
Millgrove	K-4	962-6122
Parkland Village	K-4	962-8121
Spruce Grove Comp	10-12	962-0800
Spruce Grove Outreach	10-12	962-1414
Woodhaven Middle	5-9	962-2626

Stony Plain Area Schools	GRADES SERVED	TELEPHONE
Blueberry	K-9	963-3625
Connections for Learning	1-12	963-0507
Forest Green	K-6	963-7366
High Park	K-9	963-2222
Memorial Composite	10-12	963-2255
Memorial Composite Outreach	10-12	963-0840
École Meridian Heights	K-9	963-2289
Muir Lake	K-9	963-3535
Stony Plain Central	K-9	963-2203

West End Area Schools	GRADES SERVED	TELEPHONE
Duffield	K-9	892-2644
Entwistle	K-9	727-3811
Keephills	K-6	731-3965
Seba Beach	K-9	797-3733
Tomahawk	K-9	339-3935
Wabamun	K-9	892-2271

School Councils

As required under Provincial legislation, each school within the jurisdiction is represented by a School Council or Parent Advisory Group consisting primarily of parents and school staff. Members of the Board of Trustees attend monthly council meetings. Parkland School Division trustees host regular Council of School Council (COSC) meetings where school councils send representatives to collaborate with trustees and members of the Senior Executive.

Responsive Programming

Parkland School Division offers enhanced programming in ways that reflect the diverse communities it serves. In addition to offering a full range of core curricula courses, the jurisdiction expands the basic educational requirements with a wide variety of programs that respond to the individual needs of students. Responsive educational program offerings include: Early Childhood Services, Early Literacy, French Immersion, Knowledge and Employability, Home-School Studies (blended, virtual, and at-home), Distance Learning, Registered Apprenticeship Program, Maranatha Alternative Christian Program, Sports Performance and Outreach Campus Programming. Focusing on the developmental needs of students, the Division supports an early and middle years approach to teaching and learning for all students in Kindergarten to Grade 9. Beginning in the middle years, the Division also offers complementary and exploratory programming opportunities for students such as Career and Technology Studies, Career Development, Environmental Studies and Outdoor Education, Visual and Literary Arts, Performing Arts, Choir, Band and Advanced Placement (Grades 10-12).

Specialized Programming

Approximately 1350 students within the jurisdiction have identified special needs. Schools in the jurisdiction provide programming from full to partial integration, to specialized classes that serve students with behavioral, communication, intellectual, learning and physical disabilities. Maintaining an attitude that all students can learn and experience enduring success, Parkland staff designs Individual Program Plans each year for these students. Parkland also offers intervention programs, which focus on preparing children to become successful learners. Some of these programs include Early Intervention for pre-school children between the ages of 2 ½ and 5 who have significant disabilities; short-term assistance for Early Years students with minor learning needs; Sunrise Support Program for students with complex needs and a range of other programming options.

System Priorities

Priorities for Quality Student Learning in Parkland School Division

Parkland School Division's continuing effort to enhance and improve student learning outcomes is its most important commitment.

The Division priorities for 2009-2010 included:

- Pedagogy and practice which provides developmentally responsive curriculum for all students Kindergarten through Grade 12.
- Embedded effective assessment practices for all students Kindergarten through Grade 12.
- Improved student performance in demonstrating skills of Citizenship and Social Responsibility for all students Kindergarten through Grade 12.

Theses priorities were revised to reflect the Division's current need.

For the three year period 20010/11 to 2012/13, the Division will focus on two priority areas which will be addressed in School Education Plans. These priorities have been affirmed by a variety of stakeholders including parents, students, community representatives, staff, including administrators and teachers. Parkland School Division believes that these priority areas continue to be key to the 21st Century Learner.

The priority areas are:

- Teacher practice which provides developmentally responsive curriculum and effective assessment for all students Kindergarten through Grade 12.
- Kindergarten through Grade 12 students demonstrate skills of Citizenship and Social Responsibility.

Student Achievement

Student achievement results on the Provincial Achievement Tests continue to improve at both the Acceptable Standard and the Standard of Excellence. Results also improved at the Standard of Excellence on the Diploma Examinations. Of notable improvement is the percentage of students participating in the Diploma Examinations and choosing to write four or more Diploma Examinations as well as the percentage of students achieving eligibility for the Rutherford Scholarships. Parkland School Division is proud that 51.8% of its high school students were eligible for Rutherford Scholarships, and congratulates its students and teachers for their work.

Technology and Instruction for 2010 – 2013

Even though technology continues to be pervasive throughout Parkland School Division, technology is constantly changing and always presenting new opportunities within a Kindergarten – Grade 12 environment. During the 2010/2011 school year Parkland School Division will see the completion of all classrooms being equipped with a projection device/Smartboard. Laptops account for 40% of the computers within the Division and by 2012 should comprise more than 50%. The wireless network infrastructure is being finalized for every school along with increased bandwidth which will greatly enhance access for students going to the Internet for instruction, research and collaboration. Parkland School Division is exploring how we can best allow students to safely and securely bring their own devices (Smartphone/laptop) to school and connect to the Parkland School Division wireless network anytime during school. This would give students greater flexibility and access to information, research for assignments and programming.

The portal project, *insidePSD*, is a powerful tool for staff and students to communicate, share information and collaborate anytime and anywhere. Parkland School Division is currently in the second phase of its three phase rollout. The challenge is being able to rollout all of the new functionality of the portal in a timely manner as well as train staff on the features and benefits of the portal.

Parkland School Division's new Public web site was unveiled this summer with easier navigation, timely information as well as stronger search capabilities.

Supporting Leaders in Integrating Technology (SLI Tech)

In the second year of this project, the professional development activities will continue to focus on developing leadership capacity while increasingly using the *insidePSD* portal as a tool to collaborate, communicate, find and access information. This includes: integration strategies, resources, best practices and divisional learning with respect to embedding technology into the instructional process. The expectation is that each school team will combine their technology integration experiences and leadership skills to support their entire staff in enhancing this integration at their school sites.

Trends & Issues

Curriculum

Parkland School Division provides support for implementation of new curriculum through various professional development (PD) opportunities. It is necessary to continue to support teachers beyond provincial implementation years as it takes several years to fully implement a new curriculum. Support is also required for teachers new to the profession and teachers new to the curriculum as their teaching assignments change. Leveraging technology to facilitate anywhere, anytime PD is being considered as one way to offer continued support in curriculum implementation.

Curriculum and Technology

As hardware, software and various web 2.0 tools become readily accessible to students and teachers in Parkland School Division, there is an increasing need to support staff in utilizing appropriate and effective integration of technology into teaching and learning. Technology needs to be seen as a necessary tool to support teaching and learning of curriculum and not as an isolated event.

Student Assessment and Reporting

Embedding Effective Assessment Practices has been one of three Divisional priorities, and has been a key focus over the past two years. School administrators and teachers have been very engaged in ensuring that they form a quality student assessment environment, designed to improve teaching and learning. Guided by Divisional administrative procedure, each school has worked to honor the principles of effective, fair assessment.

In the Spring of 2009, the Board of Trustees responded to a grassroots request to provide opportunity for schools to explore deeper, richer reporting of student assessment. The resulting Board support grew into a Division Comprehensive Reporting Project which began with seven pilot schools. The 2009-2010 school year saw that number increase, to involvement with 13 schools, with all remaining schools planning to come on board in the fall of 2010. The Comprehensive Reporting Project has allowed schools to work with their students and parents to explore a variety of ways of developing a deeper understanding of the learning process. This includes developing student portfolios, creating student led conferences or providing a different written report card. The work in this area will be ongoing and there will continue to be an effort made to close the gap between teaching practice (i.e. integrating curriculum, making curriculum more meaningful and engaging) and reporting mechanisms. Each school is challenged to continue the journey in developing best practices while working collaboratively with parents.

Enrollment Growth

Parkland School Division continues to see enrollment growth in the urban areas of Spruce Grove and Stony Plain. In its desire to be poised and prepared, Parkland School Division has the 2010 Facilities Plan in place which contains enrollment analysis and projection for 2005-2019.

Spruce Grove capital needs will be the highest in the Division, with the most immediate need at the Early Years level, followed immediately by growth in the Grade 5-9 level. Parkland School Division's enrolment increased by 181 students from last year. 150 of those new registrations were at the Kindergarten level. New housing starts in Spruce Grove and Stony Plain are also contributing to the enrolment pressures. The need for new schools in Spruce Grove has reached a level of urgency.

Parkland School Division is prepared for future growth and development. Monitoring of enrollment of the west end, Stony Plain area and Spruce Grove area continues to be a priority. Throughout the process of capital planning, Parkland School Division works toward ensuring appropriate spaces are available for all of our students.

For further information, Average Class Report for 2009-2010 school year is available at: http://www.psd70.ab.ca/OurDivision/ReportsandPublications/Pages/Default.aspx

October 2010 Accountability Pillar Overall Summary

Goal	Measure Category	Measure Category Evaluation	Measure	Parkland School Div No. 70			Alberta			Measure Evaluation		
				Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
	Safe and Caring Schools	Acceptable	Safe and Caring	84.5	86.1	85.3	87.6	86.9	85.4	Intermediate	Maintained	Acceptable
Goal 1: High-quality learning opportunities	Student Learning Opportunities	Acceptable	Program of Studies	78.6	79.1	79.1	80.5	80.3	79.4	High	Maintained	Good
			Education Quality	87.5	88.2	88.8	89.2	89.3	88.4	High	Declined	Acceptable
			Drop Out Rate	4.8	4.9	4.7	4.3	4.8	4.8	Intermediate	Maintained	Acceptable
			High School Completion Rate (3 yr)	71.1	70.0	69.7	71.5	70.8	70.9	Intermediate	Maintained	Acceptable
	Student Learning Achievement (Grades K-9)	Good	PAT: Acceptable	82.7	80.9	80.9	79.1	78.3	77.2	Intermediate	Improved	Good
			PAT: Excellence	16.5	15.7	16.0	19.4	18.3	18.2	Intermediate	Maintained	Acceptable
Goal 2: Excellence in student learning outcomes	Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	86.3	89.3	88.0	83.4	84.3	84.3	Intermediate	Declined	Issue
			Diploma: Excellence	17.6	15.4	17.9	19.0	18.5	19.2	Intermediate	Maintained	Acceptable
			Diploma Exam Participation Rate (4+ Exams)	46.0	42.9	44.3	53.5	53.3	53.6	Intermediate	Maintained	Acceptable
			Rutherford Scholarship Eligibility Rate (Revised)	51.8	47.8	47.5	56.9	57.3	56.7	Intermediate	n/a	n/a
	Preparation for Lifelong Learning, World of Work, Citizenship	Acceptable	Transition Rate (6 yr)	48.4	51.6	49.2	59.8	59.2	58.7	Intermediate	Maintained	Acceptable
			Work Preparation	74.1	74.8	76.3	79.9	79.6	78.9	Intermediate	Declined	Issue
			Citizenship	77.3	77.2	76.9	81.4	80.3	78.3	Intermediate	Maintained	Acceptable
Goal 4: Highly responsive and responsible education system	Parental Involvement	Acceptable	Parental Involvement	78.3	78.3	79.3	80.0	80.1	78.6	Intermediate	Maintained	Acceptable
	Continuous Improvement	Good	School Improvement	79.0	78.4	77.1	79.9	79.4	77.6	High	Improved	Good

Notes:
1. PAT results are a weighted average of the percent meeting standards (Acceptable, Excellence) on Provincial Achievement Tests. The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9).
2. Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30.
3. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
4. The subsequent pages include evaluations for each performance measure. If jurisdictions desire not to present this information for each performance measure in the subsequent pages, please include a reference to this overall summary page for each performance measure.
5. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

October 2010 Accountability Pillar Overall Summary – FNMI

Goal	Measure	Parkland School Div No. 70			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 yr Average	Achievement	Improvement	Overall
Goal 1: High-quality learning opportunities	Drop Out Rate	4.9	6.9	5.4	Intermediate	Maintained	Acceptable
	High School Completion Rate (3 yr)	57.4	67.2	54.7	Low	Maintained	Issue
Goal 2: Excellence in student learning outcomes	PAT: Acceptable	74.5	71.1	66.6	Low	Improved	Acceptable
	PAT: Excellence	7.8	7.7	7.5	Very Low	Maintained	Concern
	Diploma: Acceptable	85.5	81.4	80.7	Intermediate	Maintained	Acceptable
	Diploma: Excellence	16.9	3.4	5.1	Intermediate	Improved	Good
	Diploma Exam Participation Rate (4+ Exams)	28.7	29.7	25.4	Very Low	Maintained	Concern
	Rutherford Scholarship Eligibility Rate (Revised)	29.4	45.5	35.3	Very Low	n/a	n/a
	Transition Rate (6 yr)	42.2	39.5	37.9	Low	Maintained	Issue

Notes:
1. PAT results are a weighted average of the percent meeting standards (Acceptable, Excellence) on Provincial Achievement Tests. The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9).
2. Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30.
3. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
4. The section for Goal 3 includes evaluations for the performance measures included in the table above. If jurisdictions desire not to present evaluations for each performance measure in that section, please include a reference to this overall summary page under Goal 3.
5. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

The Division's System Priority "Pedagogy and practice which provides developmentally responsive curriculum for all students Kindergarten through Grade 12" is addressed in Goal One.

Outcome: School environments are safe and caring

Performance Measure	Results (in percentages)					Target[1]	Evaluation			Targets[2]		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
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.	81.2	85.7	84.2	86.1	84.5	86.0	Intermediate	Maintained	Acceptable	86.5	87.0	87.5

Comment on Results:

Although the targets were not met for this outcome, Parkland School Division continues to make a concerted effort to ensure that all students feel welcome and secure in their schools by reducing bullying behaviors and directly addressing issues as they arise. Schools have initiated programs such as "Challenge Day", "Beyond the Hurt", "Positive Playgrounds", and "Hidden Heroes" to build strong youth leaders who can model and lead a positive youth culture in their school communities. In addition, the Division's Citizenship and Social Responsibility priority has now extended into the high school, providing students and staff with clear guidelines for developing the capacity of youth to think and act in a socially responsible manner in all circumstances. As societal pressures for youth continue to increase, the need for schools to provide strong and effective ways of creating a safe and secure learning environment for all students becomes more important.

In response to the need for support for students, staff and parents at times of loss and grieving, the Division created a Critical Incidence Response Manual that was introduced to staff in September, 2010. Training for incidence response to the death of a student or staff member was provided for school counselors and key contacts. Although a different aspect of creating a safe and caring environment, it is a critical piece of ensuring that members of the Division's school communities feel supported in times of tragedy.

Division surveys supported the Accountability Pillar results with the following data:

- Satisfaction that the school is characterized by dignity, respect and caring - 87% overall
- Satisfaction that schools provide a safe environment (building, classroom, and grounds) – 90.5% overall
- Satisfaction that students are treated fairly – 89.8% overall

Strategies

- Build the capacity of school personnel to respond to critical incidences of loss within their school and within the Division.
- Develop and implement high school standards for Citizenship and Social Responsibility.
- Review and revise as needed the Division's Emergency Response Plan

Provincial Survey Results

Performance Measure		2005/06	2006/07	2007/08	2008/09	2009/10
Percentage of teachers, parents and students who 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	**Teachers**					
	Jurisdiction	89.5	95.6	93.7	93.4	92.4
	Province	92.8	92.6	93.1	93.8	94.4
	Parents					
	Jurisdiction	78.9	78.8	80.6	84.0	81.5
	Province	82.1	81.7	83.2	85.3	86.1
	Students					
	Jurisdiction	75.0	82.6	78.2	81.0	79.5
	Province	78.4	78.5	79.1	81.7	82.2
	Overall					
	Jurisdiction	81.2	85.7	84.2	86.1	84.5
	Province	84.4	84.2	85.1	86.9	87.6
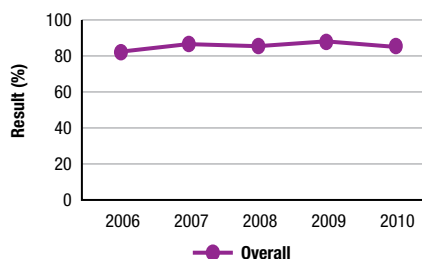
Chart: Result (%) vs year (2006, 2007, 2008, 2009, 2010) — Overall

Outcome: The education system meets the needs of all K-12 students and supports our society and the economy.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
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.	77.2	79.3	78.7	79.1	78.6	80.0	High	Maintained	Good	80.5	81.0	91.5
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	86.0	90.1	88.1	88.2	87.5	90.0	High	Declined	Acceptable	89.0	89.5	90.0

Comment on Results

Parkland School Division continues to to provide quality programming to its students through the introduction of creative initiatives.

- Small schools in the West Ward of the division find it difficult to provide a variety of complimentary programming, but have collaborated to share the programming between schools and provide bussing to students to access the programming offered in neighboring schools. Schools in Spruce Grove and Stony Plain have adopted the same approach to offering enhanced complimentary programming to middle school students, thus expanding program choices.
- Where appropriate, schools are incorporating career development opportunities for students.
- Teachers and educational assistants receive quality professional development to continually improve their instructional capacity. The division is putting greater emphasis on developing the critical thinking skills of students through its Alberta Initiative for School Improvement (AISI). In addition, the *Setting the Direction* initiative from Alberta Education is providing the impetus for increased development of skills to differentiate instruction so that the needs of all learners can more readily be met in the regular classroom. This will continue to be a focus for several years to come. The Division also accesses considerable in-service opportunities from the Edmonton Regional Learning Consortium and is grateful for the quality support it receives from this organization.
- Division surveys support Accountability Pillar results with an overall satisfaction with the quality of education of 90.5%.

Strategies

- Provide targeted and responsive Professional Development for Special Education Key contacts and Educational Assistants, i.e. use of assistive technologies and development of Individual Program Plans
- Develop school based support teams at each school
- Continue AISI Focus on embedding critical thinking into teaching and learning
- Ensure access to secure and relevant digital resources, devices and support as required by the learning task

Provincial Survey Results

Performance Measure		2005/06	2006/07	2007/08	2008/09	2009/10
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.	**Teachers**					
	Jurisdiction	83.4	88.7	85.1	84.0	85.2
	Province	85.2	65.7	86.4	86.8	86.8
	Parents					
	Jurisdiction	76.7	77.1	78.2	77.8	76.4
	Province	76.6	76.9	77.6	78.7	78.0
	Students					
	Jurisdiction	71.4	72.6	73.0	75.6	74.3
	Province	72.6	72.9	74.1	75.3	75.9
	Overall					
	Jurisdiction	77.2	79.3	78.7	79.1	78.6
	Province	78.1	78.5	79.4	80.3	80.5
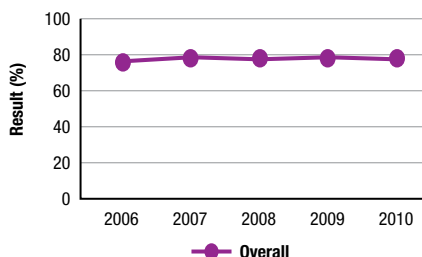
Provincial Survey Results

Performance Measure		2005/06	2006/07	2007/08	2008/09	2009/10
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	**Teachers**					
	Jurisdiction	94.0	98.7	96.0	95.4	94.6
	Province	94.8	94.7	94.9	95.3	95.6
	Parents					
	Jurisdiction	80.1	80.5	82.5	81.6	82.2
	Province	81.6	81.8	83.0	84.4	83.9
	Students					
	Jurisdiction	83.9	91.0	85.6	87.6	85.9
	Province	86.6	86.4	86.6	88.3	88.2
	Overall					
	Jurisdiction	86.0	90.1	88.1	88.2	87.5
	Province	87.7	87.6	88.2	89.3	89.2
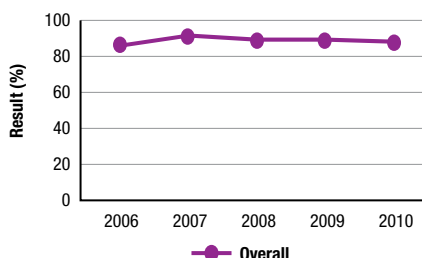
Outcome: Children and youth with at risk factors have their needs addressed through timely and effective programs and supports.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2005	2006	2007	2008	2009	2010	Achievement	Improvement	Overall	2011	2012	2013
Drop Out Rate - annual dropout rate of students aged 14 to 18	5.2	4.5	4.7	4.9	4.8	4.3	Intermediate	Maintained	Acceptable	4.7	4.6	4.5

Comment on Results

- The Division's drop-out rate has remained consistent during the last three years, a fact that requires further exploration to determine what existing factors are resulting in the lack of positive change. As well, the returning rate is considerably below that of the province. An analysis of students completing grade twelve and of those near completion may provide further information.
- The Sunrise Support Program offers a unique and valuable support for students who require a wraparound approach to community supports and services in order to function successfully as a student and as a member of society.
- Students with severe behavioral issues receive appropriate supports and services through the Early Years and Middle Years Alternate Programs (EYALT and MYALT) to ensure that they succeed academically.
- The division's Learning Services Team is providing meaningful and embedded professional development opportunities to administrators, teachers and educational assistants in curriculum delivery and strategies for serving the needs of students with special needs.
- The Division is proud of the CLICK Program, an early intervention program aimed at providing supports and services for children with severe special needs between the ages of 2 ½ to 5 ½ years through Program Unit Funds. This program is serving the needs of a significant number of young children in the Parkland School area, and is the model being used to implement supports and services to older children with severe special needs in inclusive classroom settings. This work is being initiated in the 2010-2011 school year and will form the basis for a dramatic change in the way Parkland School Division will be serving the needs of students with special needs in the future.

Strategies

- Provide targeted and responsive Professional Development for Special Education Key contacts and Educational Assistants, e.g. use of assistive technologies and development of Individual Program Plans
- Develop school based support teams at each school
- Implement the strategies in the High School Completion Framework to support students at risk of leaving school early
- As the Setting the Direction initiative is implemented throughout the province, Parkland School Division will continue to work toward building a more inclusive education system. Because the work is significant, a gradual implementation plan is being developed that will allow for effectively building the capacity of administrators and teachers to meet the needs of students in inclusive settings. This is particularly challenging at the secondary level as the learning gap widens for students and the program accommodations become more distinct. The Division anticipates that satisfaction with programming may drop initially as implementation is initiated, but should improve with time as students become successful in integrated settings.
- Participate in the Tell Them From Me Surveys as part of the High School Completion Framework as a means of exploring factors that affect students completing high school, especially those with identified learning needs.

DROP OUT RATE:										
	2005-06		2006-07		2007-08		2008-09		2009-10	
	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results
DROP OUT RATE	5.2	4.9	4.5	4.7	4.7	5.0	4.9	4.8	4.8	4.3
RETURN RATE	18.5	21.4	16.7	21.2	14.2	21.3	13.5	19.8	16.3	23.5

Graph of Authority Results
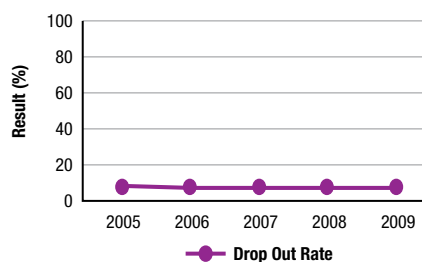
Graph of Authority Results

Outcome: High school completion rates are showing continual improvement.

Performance Measure	Results (in Percentages)					Target	Evaluation			Targets		
	2005	2006	2007	2008	2009	2010	Achievement	Improvement	Overall	2011	2012	2013
High School Completion Rate – percentages of students who completed high school within three years of entering Grade 10.	70.2	69.1	70.1	70.0	71.1	72.0	Intermediate	Maintained	Acceptable	72.0	72.5	73.0

Comment on Results

The Division strives to actively engage all learners in the learning process and to provide appropriate programming aimed at ensuring students have the opportunity to complete high school and be ready to successfully move into post-secondary studies or the world of work. Alternate programs such as the high school outreach programs and Connections for Learning provide students with alternate approaches to the regular high school program.

- Spruce Grove Composite High School is part of the province's High School Flexibility and Enhancement Project and aims to develop self-directed learners, critical thinkers as opposed to passive thinkers, engaged student contribution as opposed to disengaged observers, and provides the opportunity for personalized learning and demonstrating mastery learning. It is supported by student and teacher advocacy teams in the school and has earned positive accolades by students and their parents.
- The Division is proud to participate in the "Tell Them From Me Surveys" as part of the High School Completion Framework as a means of exploring factors that affect students completing high school, especially those with identified learning needs.
- The Division's First Nation's Métis and Inuit (FNMI) learners have a lower completion rate than non-FNMI learners. The Division will explore ways of connecting with FNMI learners more effectively in order to improve their completion rates.

Strategies

- Continue the Flexibility and Enhancement Pilot Project at Spruce Grove Composite High School
- Continue AISI Focus on embedding critical thinking into teaching and learning
- Continue to identify, promote and implement promising practices in assessment of, for and as learning
- Investigate the need for graduation coaches as a support to students in High School
- Participate in the "Tell Them From Me" Surveys as part of the High School Completion Framework.
- Explore new ways of encouraging F.N.M.I. learners to complete high school (e.g. involve the aboriginal liaison workers and elders in this work.)

High School Completion Rates

THREE YEAR HIGH SCHOOL COMPLETION RATE:										
	2005-06		2006-07		2007-08		2008-09		2009-10	
	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results
COMPLETION RATE	70.2	70.7	69.1	70.6	70.1	71.1	70.0	70.8	71.1	71.5

FOUR YEAR HIGH SCHOOL COMPLETION RATE:										
	2005-06		2006-07		2007-08		2008-09		2009-10	
	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results
COMPLETION RATE	71.8	75.0	76.2	76.1	74.2	76.1	77.4	76.3	73.8	76.1

FIVE YEAR HIGH SCHOOL COMPLETION RATE:										
	2005-06		2006-07		2007-08		2008-09		2009-10	
	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results
COMPLETION RATE	78.1	77.0	74.3	78.1	78.2	78.9	75.6	78.7	80.1	79.0
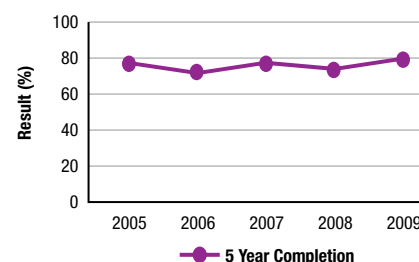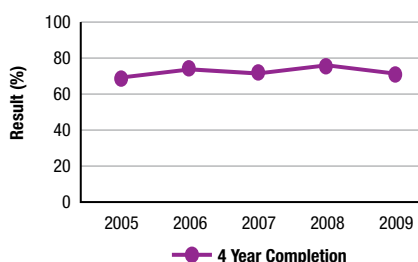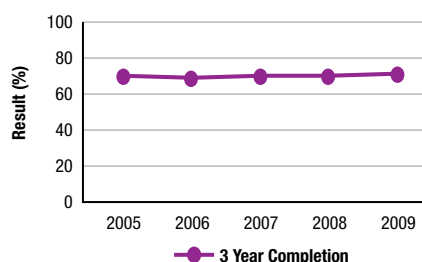
The Division System Priorities are addressed in Goal Two:

- Teacher practice which provides developmentally responsive curriculum and effective assessent for all students Kindergarten through Grade 12.

Outcome: Students demonstrate high standards in learner outcomes.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on provincial achievement tests.	80.8	81.0	80.7	80.9	82.7	83.0	Intermediate	Improved	Good	83.0	83.5	84.0
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests.	15.1	16.6	15.8	15.7	16.5	18.5	Intermediate	Maintained	Acceptable	17.0	17.5	18.0
Overall percentage of students who achieved the acceptable standard on diploma examinations.	86.7	87.3	87.5	89.3	86.3	89.0	Intermediate	Declined	Issue	89.0	89.5	90.0
Overall percentage of students who achieved the standard of excellence on diploma examinations.	15.7	20.0	18.3	15.4	17.6	24.5	Intermediate	Maintained	Acceptable	18.0	18.5	19.0

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2005	2006	2007	2008	2009	2010	Achievement	Improvement	Overall	2011	2012	2013
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	49.1	47.5	42.5	42.9	46.0	50.0	Intermediate	Maintained	Acceptable	47.0	48.0	49.0
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	47.1	45.9	48.9	47.8	51.8	n/a	Intermediate	n/a	n/a	52.0	52.5	53.0

Comment on Results

Results for the Provincial Achievement Tests have improved by 1.8% at the Acceptable Standard and by 0.8% at the Standard of Excellence. Results for the Diploma Examinations have declined by 3.0% at the Acceptable Standard but have improved by 2.2% at the Standard of Excellence. Analysis of the results demonstrates an overall drop in many of the diploma examinations at the Acceptable Standard. The Division will explore ways of providing additional support for students who choose alternate programs at the high school level to ensure that more students reach at least the Acceptable Standard in achievement. It should be noted, as well, that several of the Diploma courses have recently been revised and that time is frequently required for the instructional practice to change in accordance with the new pedagogical approaches included in the revised programs. The Division will continue to provide professional development to assist teachers in making this pedagogical shift in their instructional practice.

Strategies

- Continue to identify, promote and implement promising practices in assessment OF, FOR and AS learning
- Expand comprehensive reporting project to be inclusive of all schools
- Continue AISI Focus on embedding Critical Thinking into teaching and learning
- Continue the Flexibility and Enhancement Pilot Project at Spruce Grove Composite High School
- Provide and promote focused Professional Development for all PSD staff
- Integrate technology appropriately in teaching and learning, especially assistive technologies for students with diverse learning needs

LANGUAGE ARTS PAT RESULTS BY NUMBERS ENROLLED:											Target
	2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		
	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	2009-10
L.A. GRADE 3: Acceptable Stand. Stand. of Excellence Participation	90.0 13.5 96.6	81.3 14.1 90.6	86.3 16.9 95.4	80.3 17.7 90.1	85.0 15.4 94.5	80.1 16.1 89.8	84.0 15.4 93.7	81.3 18.2 90.6	88.7 15.9 95.0	81.6 19.5 91.1	92 20
L.A. GRADE 3 FI: Acceptable Stand. Stand. of Excellence Participation					**	**	89.5 19.3 100.0	83.8 15.8 96.5	84.1 22.2 96.8	84.1 16.3 97.3	
L.A. GRADE 6: Acceptable Stand. Stand. of Excellence Participation	84.1 16.4 96.4	79.0 15.9 90.1	82.7 16.6 94.5	80.3 19.8 89.8	85.0 17.2 95.9	81.1 21.0 89.5	83.6 13.2 93.9	81.8 18.9 90.0	87.3 18.3 99.0	83.3 18.9 90.7	92 25
L.A. GRADE 6 FI: Acceptable Stand. Stand. of Excellence Participation	93.2 27.3 100	87.5 11.2 96.1	93.3 20.0 97.8	87.4 11.0 96.7	94.3 9.4 98.1	87.7 14.2 95.6	88.5 15.4 98.1	91.5 15.9 97.6	92.5 7.5 100.0	88.3 15.9 97.5	92 25
L.A. GRADE 9: Acceptable Stand. Stand. of Excellence Participation	79.0 9.9 90.8	77.4 13.6 87.7	85.2 13.7 94.2	77.5 14.8 87.9	80.4 12.7 92.6	76.5 14.8 87.7	82.9 13.5 93.8	78.7 14.7 89.7	82.2 11.6 94.0	79.3 15.0 90.5	92 25
L.A. GRADE 9 FI: Acceptable Stand. Stand. of Excellence Participation	89.3 17.9 100	83.3 10.9 95.9	84.2 10.5 97.4	81.3 12.9 93.7	100 34.5 100	84.5 12.4 96.8	80.5 19.5 87.5	81.8 10.3 95.2	80.6 16.7 97.2	86.1 12.4 98.0	97 27
L.A. GRADE 9 K&E: Acceptable Stand. Stand. of Excellence Participation	N/A	N/A	N/A	N/A	N/A	N/A	91.7 22.2 100.0	64.7 8.1 82.9	92.3 7.7 96.2	66.8 7.8 82.2	N/A

SCIENCE PAT RESULTS BY NUMBERS ENROLLED:											
	2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		Target
	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	2009-10
SCIENCE GRADE 6: Acceptable Stand. Stand. of Excellence Participation	86.2 27.4 96.6	77.7 28.1 89.5	78.7 25.5 94.1	74.7 26.8 88.6	79.4 23.9 95.8	74.3 24.4 88.4	79.1 21.4 93.7	76.1 25.2 89.0	80.7 23.7 90.4	76.8 26.4 90.5	90 26
SCIENCE GRADE 6 FI: Acceptable Stand. Stand. of Excellence Participation	88.6 31.8 100	85.2 20.0 97.8	88.6 31.8 100	82.3 23.0 97.1	94.2 17.3 100	82.9 19.6 97.4	75.0 21.2 98.1	83.5 18.7 97.9	77.5 15.0 100.0	79.5 18.3 98.5	95 27
SCIENCE GRADE 9: Acceptable Stand. Stand. of Excellence Participation	67.1 9.2 93.3	66.7 13.5 87.6	71.3 11.1 94.1	68.8 14.6 88.2	70.4 9.8 93.9	68.4 12.9 88.4	74.4 14.7 93.6	71.6 15.8 90.0	74.9 14.1 94.1	73.6 17.7 90.4	80 18
SCIENCE GRADE 9 FI: Acceptable Stand. Stand. of Excellence Participation	62.1 6.9 93.1	80.5 10.4 97.2	86.5 5.4 100	82.7 15.9 98.5	86.2 17.2 100	84.1 14.8 98.4	85.0 17.5 97.5	82.1 15.6 98.5	80.6 27.8 97.2	84.5 17.3 98.7	90 25
SCIENCE GRADE 9 K&E: Acceptable Stand. Stand. of Excellence Participation	N/A	N/A	N/A	N/A	N/A	N/A	90.0 50.0 96.7	65.9 14.0 87.2	92.3 7.7 100.0	67.2 14.3 86.7	N/A

MATHEMATICS PAT RESULTS BY NUMBERS ENROLLED:											
	2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		Target
	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	2009-10
MATH GRADE 3: Acceptable Stand. Stand. of Excellence Participation	90.3 27.9 97.0	81.4 27.1 90.2	84.3 21.0 94.7	79.4 23.3 89.9	85.1 23.9 94.9	78.3 24.0 89.9	82.8 20.7 94.5	79.2 27.2 90.6	88.4 24.0 94.6	76.4 29.8 94.2	90 27
MATH GRADE 3 FI: Acceptable Stand. Stand. of Excellence Participation	86.0 21.1 98.2	88.9 24.4 97.6	95.1 29.3 97.6	85.0 25.5 97.2	80.6 12.9 96.8	83.7 23.2 97.1	87.7 21.1 100.0	84.0 23.2 97.7	97.4 39.5 91.3	83.8 20.8 97.8	93 34
MATH GRADE 6: Acceptable Stand. Stand. of Excellence Participation	77.9 12.4 95.5	74.5 15.3 90.2	71.9 9.6 94.4	73.3 14.4 89.5	77.9 14.5 95.9	73.9 15.7 89.4	76.1 11.7 94.0	75.8 16.5 90.1	77.4 13.4 95.6	74.4 16.5 93.5	90 20
MATH GRADE 6 FI: Acceptable Stand. Stand. of Excellence Participation	90.9 27.3 100	87.7 20.3 98.4	86.4 18.2 100	85.7 15.4 97.9	90.4 21.2 100	86.6 18.7 98.1	92.3 11.5 100.0	89.0 20.6 98.3	90.0 17.5 100.0	86.6 18.8 98.5	92 34
MATH GRADE 9: Acceptable Stand. Stand. of Excellence Participation	69.8 11.9 90.7	66.4 17.0 86.8	66.4 14.3 92.4	65.2 17.8 87.4	63.1 14.4 90.7	64.5 17.8 87.4	63.7 13.2 91.7	65.9 18.0 89.2	N/A	N/A	80 25
MATH GRADE 9 FI: Acceptable Stand. Stand. of Excellence Participation	93.1 31.0 93.1	86.8 26.0 96.7	86.5 16.2 100	84.5 26.2 98.3	82.8 27.6 100	85.3 28.9 98.1	85.0 22.5 97.5	85.3 28.0 98.5	83.3 47.2 97.2	85.9 26.6 98.3	91 34
MATH GRADE 9 K&E: Acceptable Stand. Stand. of Excellence Participation	N/A	N/A	N/A	N/A	N/A	N/A	73.3 26.7 93.3	64.5 15.0 87.9	80.0 28.0 96.0	65.5 15.3 87.3	N/A

SOCIAL STUDIES PAT RESULTS BY NUMBERS ENROLLED:											
	2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		Target
	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	2009-10
NEW CURRICULUM SOCIAL GRADE 6: Acceptable Stand. Stand. of Excellence Participation	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	72.4 13.6 94.1	71.0 16.4 90.3	N/A
SOCIAL GRADE 6 FI: Acceptable Stand. Stand. of Excellence Participation	84.1 29.5 100	84.8 17.3 98.2	88.6 29.5 100	84.1 15.9 97.6	86.5 9.6 100	85.5 18.4 97.8	N/A	N/A	62.5 2.5 100.0	72.3 12.0 N/A	98 25
NEW CURRICULUM SOCIAL GRADE 9: Acceptable Stand. Stand. of Excellence Participation	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	70.4 17.8 94.4	68.9 18.8 90.2	N/A
SOCIAL GRADE 9 FI: Acceptable Stand. Stand. of Excellence Participation	89.7 24.1 93.1	83.1 15.5 97.3	91.9 10.8 100	83.2 14.5 98.2	69.0 13.8 100	82.6 14.2 98.2	N/A	N/A	75.0 27.8 97.2	83.1 15.3 98.5	92 31
SOCIAL GRADE 9 K&E: Acceptable Stand. Stand. of Excellence Participation									69.2 23.1 100.0	64.5 15.7 85.2	N/A

Graph of Overall Provincial Achievement Test Results
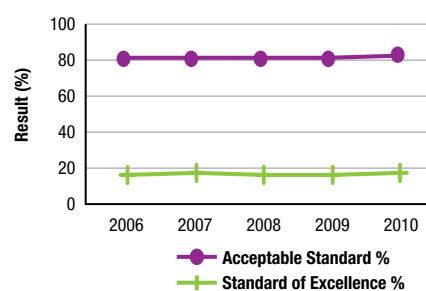
These numbers are included as this is the number most commonly reported by the province when it publicizes results. It reports the student results only on the Diploma Examination, and does not include any teacher input. The participation rate represents the percentage of students who wrote the exam compared to the total number of students in the grade.

GRADE 12 DIPLOMA EXAMS:											
	2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		Target
	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	(2009-10)
ENGLISH L.A. 30-1: Acceptable Standard: Standard of Excellence: Participation Rate:	91.5 16.4 49.5	88.0 19.3 59.8	91.5 23.4 48.8	87.7 19.0 59.7	92.8 18.1 48.4	87.1 15.5 58.9	92.0 10.0 52.2	86.1 12.3 59.8	89.4 8.5 51.2	85.1 10.1 59.9	94.0 21.0 52.0
ENGLISH L.A. 30-2: Acceptable Standard: Standard of Excellence: Participation Rate:	86.1 6.4 35.5	86.1 8.1 26.0	94.3 9.5 33.9	88.6 9.7 26.1	92.8 8.6 37.5	88.9 8.8 26.8	94.8 10.8 36.2	88.2 8.5 27.4	93.2 13.6 37.5	88.8 9.8 28.1	94.0 16.0 34.0
FRENCH L.A. 30 Acceptable Standard: Standard of Excellence: Participation Rate:	82.6 8.7 2.9	95.0 21.8 3.0	86.4 22.7 3.0	95.6 23.1 2.9	90.9 9.1 2.5	94.9 24.5 2.9	90.0 5.0 2.6	95.1 18.9 3.0	86.2 6.9 3.9	93.7 16.3 3.2	92.0 7.0 5.0
SOCIAL 30: Acceptable Standard: Standard of Excellence: Participation Rate:	85.0 18.2 42.9	85.5 23.9 54.0	86.0 26.5 39.9	86.2 24.6 53.9	86.8 22.3 41.6	84.7 21.5 51.7	87.3 18.0 41.8	84.2 21.4 53.2	50.0 16.7 1.9	67.8 10.4 4.3	91.0 27.0 47.0
SOCIAL 30-1: Acceptable Standard: Standard of Excellence: Participation Rate:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	84.9 13.0 43.2	84.5 16.1 49.8	N/A
SOCIAL 30 FI: Acceptable Standard: Standard of Excellence: Participation Rate:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A		N/A
SOCIAL 33: Acceptable Standard: Standard of Excellence: Participation Rate:	85.6 21.8 44.7	83.5 19.0 31.9	92.3 22.3 43.3	84.9 19.6 32.2	87.0 22.4 42.7	85.3 18.9 32.2	90.4 21.6 46.7	85.6 20.2 34.1	90.5 26.2 4.9	76.4 11.5 3.3	91.0 21.0 46.0
APPLIED MATH 30: Acceptable Standard: Standard of Excellence: Participation Rate:	82.6 13.7 20.9	77.5 11.8 21.6	76.7 13.3 25.4	77.6 12.1 21.6	76.0 13.7 18.8	76.3 10.7 21.3	86.9 16.6 23.4	79.4 13.5 22.0	87.2 16.3 22.5	77.3 12.6 21.8	94.0 24.0 24.0
PURE MATH 30: Acceptable Standard: Standard of Excellence: Participation Rate:	84.6 19.3 36.2	82.8 26.5 46.3	81.3 24.4 32.9	81.1 24.7 46.2	78.4 19.7 35.8	81.3 25.8 45.8	88.0 19.7 35.8	82.1 26.3 45.8	84.1 26.1 37.4	82.9 29.7 45.9	87.0 24.0 40.0
BIOLOGY 30: Acceptable Standard: Standard of Excellence: Participation Rate:	86.1 22.9 30.8	81.4 26.4 43.6	86.2 24.5 30.9	83.5 27.4 43.8	85.3 27.5 33.1	82.3 26.3 43.3	83.2 19.6 35.3	83.0 26.6 44.3	77.4 20.1 39.3	81.4 28.1 45.3	89.0 27.0 33.0

CHEMISTRY 30: Acceptable Standard: Standard of Excellence: Participation Rate:	N/A	N/A	N/A	N/A	N/A	N/A	82.1 29.3 25.6	76.3 27.7 33.3	76.1 21.5 28.0	79.0 29.2 39.1	92.0 32.0 33.0
PHYSICS 30: Acceptable Standard: Standard of Excellence: Participation Rate:	N/A	N/A	N/A	N/A	N/A	N/A	90.8 31.0 10.9	79.3 23.1 19.8	85.4 22.9 13.2	73.9 20.3 22.3	90.0 27.0 22.0
SCIENCE 30: Acceptable Standard: Standard of Excellence: Participation Rate:	86.1 16.3 22.0	82.8 17.3 7.8	91.7 25.8 15.8	87.2 18.0 7.7	96.8 26.6 16.4	88.6 21.6 8.2	87.7 22.2 20.5	86.0 20.9 9.3	86.4 31.3 19.6	80.1 22.8 10.1	92.0 27.0 26.0

The chart below shows Parkland's student achievement levels at both the "Acceptable Standard" and the "Standard of Excellence" based on students' final course mark (an average of the diploma mark and the teacher awarded marks).

GRADE 12 FINAL COURSE MARKS:											
	2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		Target
	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	(2010)
ENGLISH 30-1: Acceptable Standard: Standard of Excellence:	98.6 17.8	97.3 22.2	98.9 24.5	97.1 21.7	98.9 21.4	97.2 19.4	98.5 17.2	96.3 17.8	97.6 11.4	96.6 15.3	100 20
ENGLISH 30-2: Acceptable Standard: Standard of Excellence:	95.9 4.1	94.4 5.1	98.5 6.1	95.8 5.8	97.6 5.5	95.3 5.5	99.3 7.5	94.4 5.1	97.3 9.2	95.8 6.2	98 7.5
FRENCH L.A. 30 Acceptable Standard: Standard of Excellence:	100.0 13.0	99.1 30.0	100.0 22.7	99.4 32.5	95.5 18.2	98.9 34.2	100.0 15.0	99.0 30.4	100.0 10.3	99.6 28.2	100 16
SOCIAL 30: Acceptable Standard: Standard of Excellence:	97.1 16.9	96.6 25.7	96.9 33.8	96.3 27.5	98.6 24.8	96.5 24.8	98.0 19.0	96.8 24.2	83.3 16.7	91.1 13.5	97 22
SOCIAL 30 FI: Acceptable Standard: Standard of Excellence:	N/A	N/A	N/A	N/A	100.0 35.7	96.5 24.8	100.0 16.7	96.0 25.2	N/A	N/A	
SOCIAL 33: Acceptable Standard: Standard of Excellence:	94.3 13.2	93.4 11.5	94.9 17.7	92.1 12.9	94.2 20.4	91.8 12.3	97.4 19.2	92.4 30.1	97.6 11.9	92.7 10.0	95 16
SOCIAL 33FI: Acceptable Standard: Standard of Excellence:	N/A	N/A	N/A	N/A	100.0 0.0	91.8 12.3	100.0 0.0	91.7 13.8	N/A	N/A	
APPLIED MATH 30: Acceptable Standard: Standard of Excellence:	89.4 9.9	89.4 10.0	96.1 18.4	89.2 10.9	89.8 13.6	86.7 10.2	97.7 19.4	90.6 12.5	95.9 15.1	89.6 11.5	95 16
PURE MATH 30: Acceptable Standard: Standard of Excellence:	94.0 22.5	92.5 29.8	95.5 31.3	89.9 25.9	89.1 26.8	90.0 27.1	97.3 21.2	90.6 12.5	90.9 28.6	92.6 33.2	95 28
BIOLOGY 30: Acceptable Standard: Standard of Excellence:	95.7 29.4	93.0 29.9	97.0 25.3	93.2 31.5	93.5 34.3	92.3 29.7	94.6 24.3	93.4 29.8	90.6 21.1	93.0 31.6	97 30
CHEMISTRY 30: Acceptable Standard: Standard of Excellence:	N/A	N/A	N/A	N/A	N/A	N/A	94.8 32.3	89.9 31.0	88.5 26.3	91.0 33.4	97 34
PHYSICS 30: Acceptable Standard: Standard of Excellence:	N/A	N/A	N/A	N/A	N/A	N/A	100.0 34.5	92.8 29.8	93.8 28.1	91.5 26.6	97 35
SCIENCE 30: Acceptable Standard: Standard of Excellence:	93.4 16.9	93.5 15.9	97.1 26.1	92.3 16.2	100.0 22.9	93.5 19.1	95.3 19.3	94.5 19.4	94.6 23.8	92.2 20.8	96 21
SOCIAL 30-1: Acceptable Standard: Standard of Excellence:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	97.0 18.7	97.3 21.1	
SOCIAL 30-2: Acceptable Standard: Standard of Excellence:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	97.1 13.2	94.4 9.1	

Outcome: Students demonstrate high standards in learner outcomes.

Measure Details										
Diploma examination participation rate: Percentage of students writing 0 to 6 or more Diploma Examinations by the end of their 3rd year of high school										
	Authority					Province				
	2005	2006	2007	2008	2009	2005	2006	2007	2008	2009
% Writing 0 Exams	19.5	20.2	18.7	21.1	18.6	18.1	17.8	18.0	18.4	18.0
% Writing 1+ Exams	80.5	79.8	81.3	78.9	81.4	81.9	82.2	82.0	81.6	82.0
% Writing 2+ Exams	75.8	75.2	76.4	74.8	78.6	78.3	78.5	78.6	78.0	78.7
% Writing 3+ Exams	61.2	57.2	57.9	54.8	57.9	65.6	65.6	65.6	64.9	65.2
% Writing 4+ Exams	49.1	47.5	42.5	42.9	46.0	53.5	53.7	53.6	53.3	53.5
% Writing 5+ Exams	28.5	25.2	25.9	25.0	26.8	34.5	34.6	34.7	34.3	34.7
% Writing 6+ Exams	8.6	7.8	5.9	9.0	6.5	12.8	13.0	13.2	12.7	12.9

Per Cent Writing 4+ Exams (%)
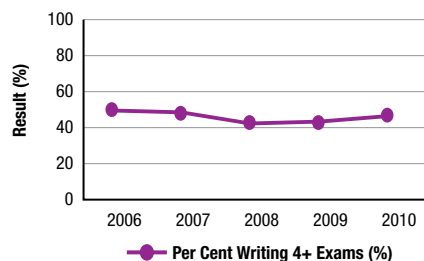
Rutherford Scholarships

Rewarding the exceptional achievements of students who have maintained an average of 80 percent or more in five core subject areas, Rutherford Scholarships were established by the province in 1981. Students achieving 80 percent or more in Grade 10 are awarded $400. For students achieving 80 percent or better in Grades 11 and 12, $800 and $1,300 are awarded respectively. The maximum possible award for students qualifying in all three years is $2,500.

Measure Details									
Rutherford eligibility rate									
		Grade 10 Rutherford		Grade 11 Rutherford		Grade 12 Rutherford		Overall	
Reporting School Year	Total Students	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible
2005	853	349	40.9	301	35.3	195	22.9	402	47.1
2006	859	344	40.0	302	35.2	214	24.9	394	45.9
2007	838	353	42.1	322	38.4	191	22.8	410	48.9
2008	828	357	43.1	304	36.7	194	23.4	396	47.8
2009	823	370	45.0	337	40.9	210	25.5	426	51.8
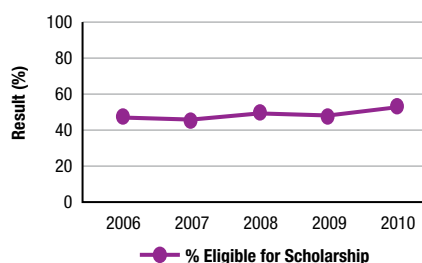
% Eligible for Scholarship

Outcome: Students are well prepared for lifelong learning.

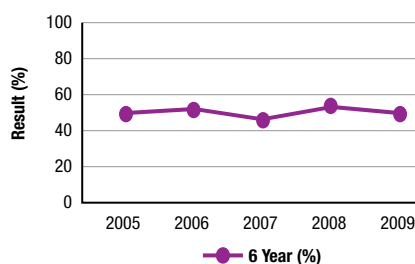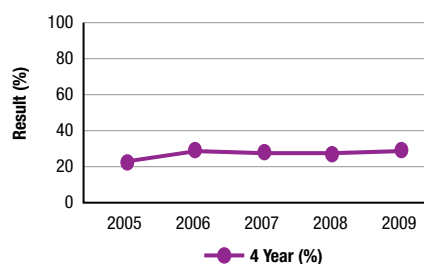| Performance Measures	2005	2006	2007	2008	2009	Target 2010	Evaluation Achievement	Improvement	Overall	Targets 2011	2012	2013
High school to post-secondary transition rate within six years of entering Grade 10.	48.5	50.4	45.7	51.6	48.4	55.0	Intermediate	Maintained	Acceptable	52.0	53.0	54.0

Comment on Results

The Division must explore ways of encouraging students to transition to post-secondary programs. Access to post-secondary programming in Edmonton is readily available from the area and the high schools exert much energy in encouraging students to pursue post-secondary studies. There is no doubt that the current high cost of post-secondary studies has a detrimental influence on students deciding what to do once they graduate. This topic will be introduced and explored in-depth at the division's high school council meetings.

Strategies

- Continue the Flexibility and Enhancement Pilot Project at Spruce Grove Composite High School
- Explore career development focus to encourage students to pursue post-secondary studies.
- Ensure that students are aware of scholarship opportunities for post-secondary studies.

High School to Post-Secondary Transition Rate within Four and Six years

TRANSITION RATE:											Target
	2005-2006		2006-2007		2007-2008		2008-2009		2009-2010		
	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	Div. Results	Prov. Results	
TRANSITION RATE Four Years Six Year	22.5 48.5	35.6 56.6	27.4 50.4	37.7 58.1	26.2 45.7	38.7 58.8	26.0 51.6	38.9 59.2	27.1 48.4	37.5 59.8	28.0 51.0

Outcome: Students are well prepared for employment.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
Percentages of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	70.3	76.1	78.1	74.8	74.1	75.0	Intermediate	Declined	Issue	76.0	77.0	78.0

Comment on Results

Middle years and high school staff prepare students for the world of work in many ways by instilling in them a strong work ethic and by helping them to make connections between their studies and life as a student to the real world of adult work. Schools will continue to communicate with and work collaboratively with parents to ensure that students develop the attitudes and behaviors that will make them successful when they leave school. Conversations and collaborative efforts in this area would raise the awareness of staff and parents of the work being done and would improve results. This is especially true of division outreach programs. The topic of preparing students for employment is another topic for the high school council to discuss and develop strategies.

Strategies

- Explore with parents, why students are not being taught the attitudes and behaviors that will make them successful when they leave school, and decide upon a plan of action to improve current results.
- Expand current work in career planning and exploration at the high school level and outreach programs.
- Expand the implementation of the Career and Technology Studies (CTS) new career pathways courses to encourage students to consider various paths as careers and to instill in them the related skills, attitudes and behaviors that will make them successful.
- Encourage class discussions about careers connected to each of the core subjects, and the related behaviors and attitudes required for success.

Performance Measure		Results				
		2005/06	2006/07	2007/08	2008/09	2009/10
Percentages of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	**Teachers**					
	Jurisdiction	90.0	84.0	93.9	85.8	85.7
	Province	89.1	89.4	89.2	89.3	88.9
	Parents					
	Jurisdiction	52.0	56.5	58.2	70.4	63.9
	Province	60.8	64.6	65.1	70.9	70.2
	Overall					
	Jurisdiction	71.0	70.3	76.1	78.1	74.8
	Province	74.9	77.0	77.1	80.1	79.6

Outcome: Students model the characteristics of active citizenship.

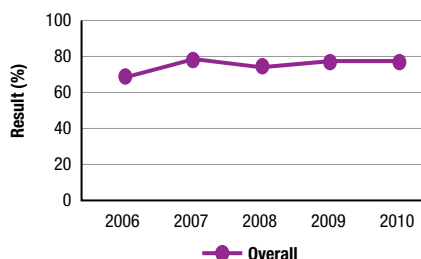| Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	70.7	78.4	75.1	77.2	77.3	78.0	Intermediate	Maintained	Acceptable	79.0	80.0	81.0

Comment on Results

Although the Division has maintained an intermediate level of achievement in this area, it is doing much work in developing Citizenship and Social Responsibility and would expect to have higher results in this survey item. Standards for the Division's Citizenship and Social Responsibility have been developed and introduced at the high school level for implementation in 2010-2011. Standards have been developed and are currently being implemented at the early and middle-years' levels throughout the division. In addition, schools undertake a variety of projects aimed at developing social responsibility (e.g. social justice projects) and students participate extensively in these projects. School-wide programs such as anti-bullying programs that are evident in most division schools also develop a sense of active citizenship among youth.

Strategies

- Identify where schools are in the implementation of the Citizenship and Social Responsibility Standards, and provide support as needed.
- Implement the High School Standards and Handbook for Citizenship and Social Responsibility
- Promote face to face stakeholder meetings. (e.g.: Student Advisory Committee, Council of School Council, Education Committee Meetings and Education Stakeholder Meetings)
- Identify, share and promote best practices of digital citizenship.
- Encourage schools to include the work done in developing citizenship in their newsletters to raise awareness and help parents and staff make the connections between their work and citizenship development.

Performance Measure		Results				
		2005/06	2006/07	2007/08	2008/09	2009/10
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	**Teachers**					
	Jurisdiction	85.9	96.0	90.5	90.3	90.6
	Province	90.3	89.9	90.6	91.8	93.0
	Parents					
	Jurisdiction	66.0	68.3	69.5	72.2	72.7
	Province	72.4	72.6	74.7	77.4	78.5
	Students					
	Jurisdiction	60.3	70.8	65.3	69.1	68.7
	Province	67.5	67.1	68.5	71.8	72.7
	Overall					
	Jurisdiction	70.7	78.4	75.1	77.2	77.3
	Province	76.8	76.6	77.9	80.3	81.4

Outcome: Key learning outcomes for FNMI students improve.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2005	2006	2007	2008	2009	2009	Achievement	Improvement	Overall	2010	2011	2012
Drop Out Rate - annual dropout rate of students aged 14 to 18.	3.8	2.2	7.2	6.9	4.9	N/A	Intermediate	Maintained	Acceptable	4.5	4.0	3.7
High School Completion Rate – percentages of students who completed high school within three years of entering Grade 10.	40.6	64.5	32.6	67.2	57.4	N/A	Low	Maintained	Issue	60.0	65.0	68.0
High school to post-secondary transition rate within six years of entering Grade 10.	n/a	*	36.2	39.5	42.2	N/A	Low	Maintained	Issue	44.0	48.0	50.0
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	19.2	30.0	16.6	29.7	28.7	N/A	Very Low	Maintained	Concern	30.0	32.0	34.0
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	22.2	29.2	31.3	45.5	29.4	N/A	Very Low	N/A	N/A	32.0	35.0	38.0

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2009	Achievement	Improvement	Overall	2010	2011	2012
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on provincial achievement tests.	70.1	62.6	66.2	71.1	74.5	N/A	Low	Improved	Acceptable	76.0	78.0	80.0
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests.	7.0	5.6	9.4	7.7	7.8	N/A	Very Low	Maintained	Concern	9.0	10.0	12.0
Overall percentage of students who achieved the acceptable standard on diploma examinations.	87.5	73.9	86.8	81.4	85.5	N/A	Intermediate	Maintained	Acceptable	86.0	86.5	87.0
Overall percentage of students who achieved the standard of excellence on diploma examinations.	9.4	4.3	7.5	3.4	16.9	N/A	Intermediate	Improved	Good	17.0	17.5	18.0

Comment on Results

Division FNMI learners are outperforming their counterparts in other regions of the province. However, there still exists a gap in their achievement when compared with other division learners. The Division continues to strive to build positive working relationships with Aboriginal families through the Aboriginal liaison workers. It is the division's hope to improve relationships, and to develop collaborative and more concrete plans for meeting the unique needs of its F.N.M.I. learners, and to close the achievement gap between FNMI and non-FNMI learners.

Strategies

- Identify, promote and support the implementation of promising practices for FNMI learners in all schools
- Continue to foster Divisional and School connections with Paul First Nation
- Collect and analyze data to identify and address gaps in FNMI student achievement,
- Provide and promote Professional Development opportunities for PSD staff (e.g.: cultural awareness, infusing aboriginal perspectives in Social Studies)
- Continue to build relationships with FNMI families
- Investigate the need for graduation coaches as a support to students in High School
- Promote and support scholarship applications

Outcome: The education system at all levels demonstrates effective working relationships.

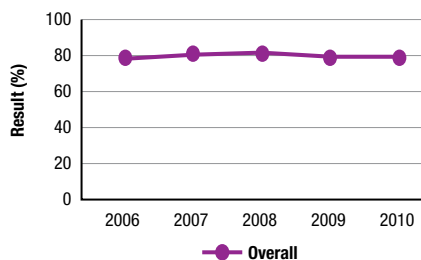| Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	78.0	79.4	80.0	78.3	78.3	79.0	Intermediate	Maintained	Acceptable	80.0	81.0	82.0

Comment on Results

Developing stronger working relationships through increased open and transparent communication is a priority for Parkland School Division. The Division believes and supports the role of parents as the first educators of their children, and, as such, values their input in decisions made regarding their education. The Board of Trustees has made community and parent engagement a priority, and plans to organize opportunities to invite parents to engage in conversations that will assist the Board in its governance role in the future.

Strategies

- Develop school based support teams at each school that include parents to develop IPPs and other educational programming decisions.
- Expand comprehensive reporting project to all schools and increase communications with parents.
- Promote face to face stakeholder meetings. (e.g. Student Advisory Committee, Council of School Council, Education Committee Meetings and Education Stakeholder Meetings) to increase parent engagement.
- Maintain and improve avenues of communication to meet the informational needs of all parents through school newsletters, media coverage, and stakeholder meetings.
- Develop a community consultation process to increase community engagement in educational matters.

Performance Measure		Results				
		2005/06	2006/07	2007/08	2008/09	2009/10
Percentages of teachers and parents satisfied with parental involvement in decisions about their child's education.	**Teachers**					
	Jurisdiction	89.4	93.5	89.5	88.1	89.1
	Province	87.6	87.1	87.5	88.0	88.6
	Parents					
	Jurisdiction	66.6	65.3	70.5	68.6	67.6
	Province	68.1	67.9	69.0	72.2	71.3
	Overall					
	Jurisdiction	78.0	77.5	80.0	78.3	78.3
	Province	77.8	79.4	78.2	80.1	80.0

Outcome: The jurisdiction demonstrates leadership, innovation and continuous improvement.

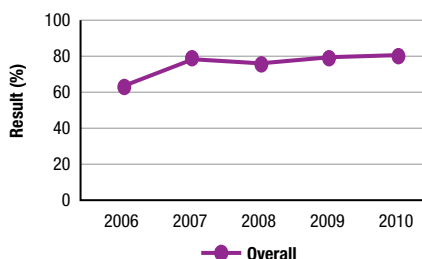| Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2006	2007	2008	2009	2010	2010	Achievement	Improvement	Overall	2011	2012	2013
Percentages of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	65.8	77.6	75.4	78.4	79.0	79.0	High	Improved	Good	80.0	81.0	82.0

Comment on Results

Parkland School Division schools are diligent in their efforts to continuously improve their supports and services for children in their care. This includes not only educational supports and services, but also those supports that ensure the emotional and social well being of students. The Division is proud of the work of its school-based administrators, teachers and support staff who take their work seriously and strive to provide quality educational programming and supports for all students.

In addition, the Division's Learning Services Team provides excellent leadership and support for schools in the area of curriculum implementation, the Division's AISI initiative in critical thinking, in leading the work in developing an inclusive education model for Parkland School Division, and providing timely and effective support for students with special needs. The professional development made available by this team of specialists and by the Edmonton Regional Learning Consortium (ERLC) has been excellent and readily accessible to division staff. Parkland School Division appreciates the partnership it has with the ERLC and the excellent professional development services it provides to all division staff.

Strategies

- Provide targeted and responsive Professional Development for Special Education Key contacts and Educational Assistants, e.g. use of assistive technology and development of Individual Program Plans
- Continue the AISI Focus on embedding Critical Thinking into teaching and learning
- Teachers integrate technology appropriately in teaching and learning
- Provide and promote focused Professional Development opportunities for all PSD staff

Performance Measure		Results				
		2005/06	2006/07	2007/08	2008/09	2009/10
Percentages of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same in the last three years.	**Teachers**					
	Jurisdiction	59.2	76.0	77.0	78.1	80.0
	Province	75.5	74.5	75.6	78.2	80.8
	Parents					
	Jurisdiction	67.1	74.0	72.5	75.6	75.3
	Province	75.4	75.1	75.9	78.1	77.0
	Students					
	Jurisdiction	71.0	82.7	76.6	81.4	81.8
	Province	79.4	79.3	79.5	81.8	81.8
	Overall					
	Jurisdiction	65.8	77.6	75.4	78.4	79.0
	Province	76.9	76.8	77.0	79.4	79.9

Parkland School Division faces the following challenges in implementing its Three-Year Education Plan:

1. Enrolment growth and insufficient classroom spaces for the bulging enrolments in the City of Spruce Grove are the Division's greatest challenges. The Board of Trustees has added additional portable classrooms onto to Millgrove School and Parkland Village School, as well as moved the attendance boundary to relieve some enrolment pressures at Millgrove School. The Middle Years schools in Spruce Grove are at capacity or near capacity. The city's recent census clearly demonstrates that Spruce Grove is experiencing a dramatic increase in its population, and that much of that increase is young families with children. Spruce Grove desperately requires a new facility accommodate this growth K-9. Current facilities cannot be added to and without a new facility; the Division will have great difficulty in accommodating the anticipated growth in student population.

   New subdivisions in Stony Plain have created similar enrolment bulges at High Park School. Two portables have been moved to this school, but census information demonstrates further increases in student population can be expected in the Town of Stony Plain.

2. Parkland School Division is experiencing a significant growth in the number of students with severe special needs. The number of students with autism spectrum disorder and fetal alcohol syndrome requiring extensive programming services and supports is growing, and the division is challenged to provide appropriate and adequate support to ensure their learning. In addition, the Parkland area is home to many families who support and care for children in care (foster children), and many of these children also require additional supports and services. The division allocates considerable funds above provincial funding to program and serve children with special needs, but the numbers of identified students with special needs continues to increase annually while the funding to support programming supports and services does not. This creates a growing challenge for the Division.

Alberta Initiative for School Improvement (A.I.S.I.)

Project Overview

The Jurisdiction's full AISI Report is available at: http://www.psd70.ab.ca/OurDivision/ReportsandPublications/Pages/Default.aspx

The goal of AISI in Parkland School Division (PSD) is to improve student achievement and engagement in grades K-12 through the promotion of critical thinking. Intended outcomes are:

- Students are problem solvers and critical thinkers.
- Students are motivated to learn.
- Teachers are embedding critical thinking in their teaching practice.
- A common language around critical thinking exists in Parkland School Division.
- Students are well prepared for life and work environments.

PSD started the year with a division-wide professional development (PD) session to excite staff about the potential of the new AISI Cycle 4 project. Over the 2009-2010 school year the AISI Lead Teacher Cohort participated in 7 full day critical thinking workshops facilitated by a consultant from The Critical Thinking Consortium (TC²). Teachers learned about different aspects of the TC² Critical Thinking Model and cooperatively planned critical thinking lessons. A favourite part of each PD session was the individual sharing of experiences and initiatives with the rest of the cohort. At their schools, Lead Teachers began to infuse critical thinking into their classrooms, and worked with teachers at their schools to create a critical thinking environment.

In the first year, schools chose one priority area in which to begin implementing the critical thinking model. Over the remainder of AISI Cycle 4, schools will continue to embed critical thinking into that priority area and will expand implementation into other areas.

Supporting Divisional Goals and Priorities

The AISI Cycle 4 project supports PSD's Goals and Priorities in a variety of ways. Critical thinking is identified as a necessary 21st Century skill students need to be taught to be well prepared for lifelong learning, employment and citizenship. By promoting critical thinking through the explicit teaching of intellectual tools (background knowledge, criteria for judgment, critical thinking vocabulary, thinking strategies, and habits of mind) in a safe, caring and respectful environment, students will begin to apply critical thinking skills at an appropriate developmental level to ensure high quality learning opportunities for all. Research has shown that by involving students in the assessment process, i.e. making learning targets clear, co-creating criteria with students and teaching students to use criteria to make judgments, that not only does motivation and learning increase for all students, but also the achievement gaps are narrowed. Therefore, the application of critical thinking skills in the assessment process helps to achieve excellent learner outcomes by students. Critical thinking encourages all students to be actively engaged in their learning, thereby, addressing the goal of success for First Nations, Métis and Inuit students. Through planned focus groups and workshops with various partners and stakeholders, PSD will focus on building relationships and monitoring project progress, striving to provide a responsive and responsible service and operation.

2010-2013 Three Year Capital Plan

A comprehensive review of the conditions of existing facilities in Parkland School Division and enrolment is shown in the *2010 Ten Year Facilities Plan*. Recommendations for the Three Year Capital Plan were derived directly from the 2010 Ten Year Facilities Plan and include a request for a New K-4 School in Spruce Grove as the number one priority. The old Memorial Composite High School site in Stony Plain continues to have several site deficiencies that pose a financial, insurance risk and environmental liability that make it unsuitable for future occupancy without significant renovation. The existing site demolition is our second priority in the 2011-2014 Capital Plan submission.

Include additional priorities

The division continues to focus on replacing portables with new modular units and has requested a number of expansion and modernization projects to upgrade school facilities for major deficiencies in the school buildings that may threaten the health and safety of students and upgrade building structural components, mechanical and electrical services. Requests for new modulars and portable relocations are submitted to Alberta Education annually.

The Division received approval from Alberta Education to fund both the relocation of two modular units from Graminia School to Parkland Village School and the removal of six portables from Blueberry School and replacement with four newer portables from the old Memorial Composite High School.

To assist in addressing enrolment pressures in Stony Plain and Spruce Grove, the Board of Trustees approved the relocation of two portables from Graminia School to High Park School in Stony Plain and two portables from Graminia School to Millgrove School in Spruce Grove. The Division will request funding support from Alberta Education to offset the cost of the above relocations.

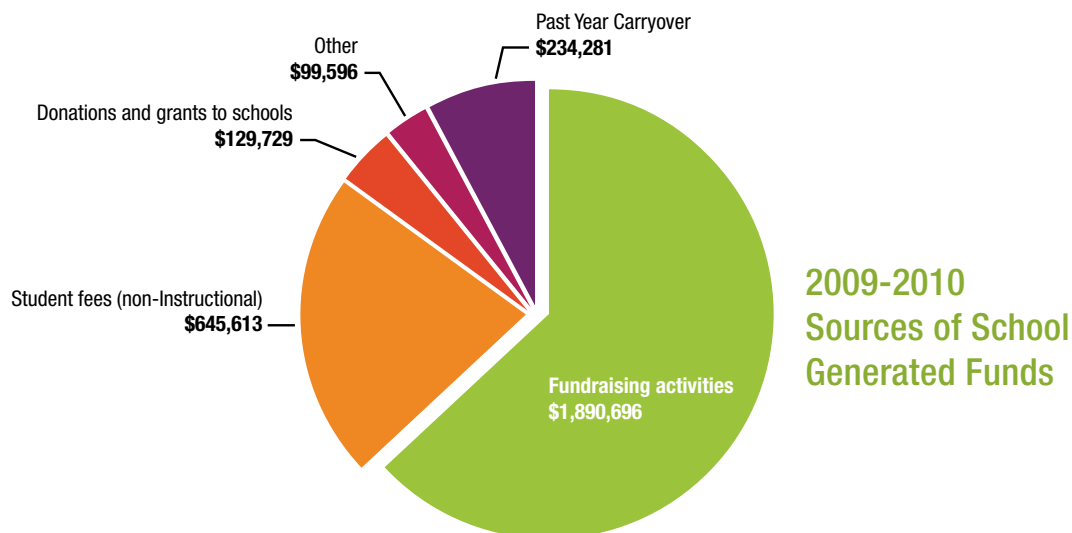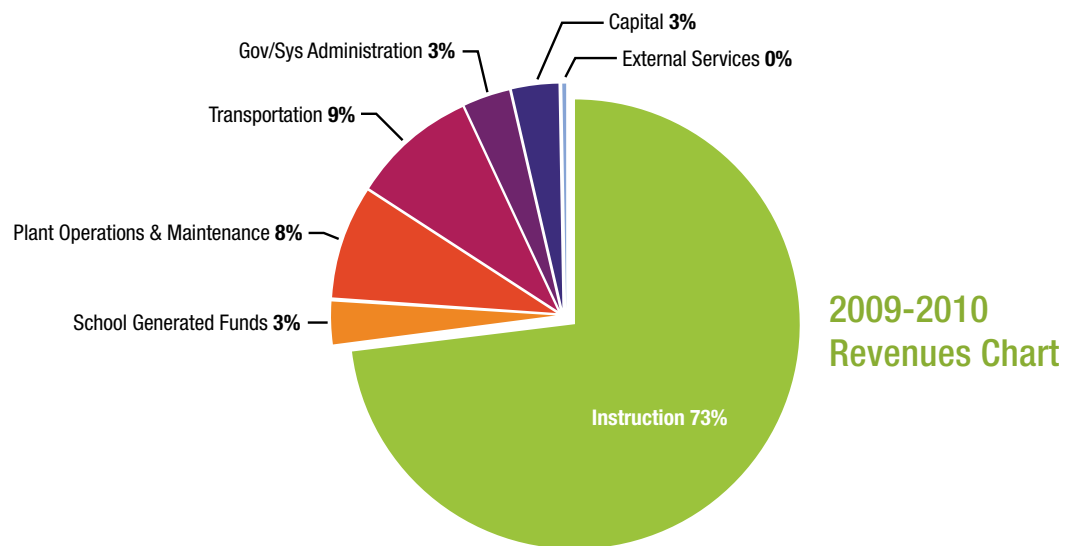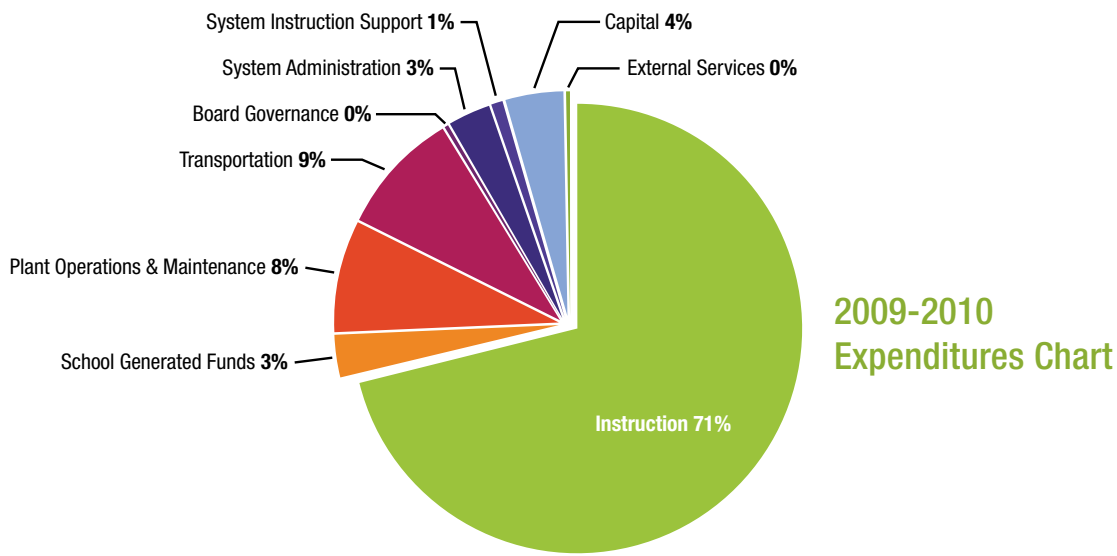*Full details of Parkland*'s Three Capital Plan and the 2010 Ten Year Facilities Plan *can be found on the jurisdiction's website at:* http://www.psd70.ab.ca/OurDivision/ReportsandPublications/Pages/Default.aspx

- Revenues over the previous year show an increase of $3,482,045.

- Expenditures over the previous year show an increase of $4,003,845

- The cost of educating 9,424 students was $97,458,236.

- 75.00 percent ($73,091,706) of total funds (which includes Instruction, School Generated Funds, and System Instruction) was spent directly on students in the classroom.

- On a per student basis, Parkland spent $5,550 on each student enrolled in an Early Childhood Services Program, and $8,698 for students in Grades 1-12.

- The single largest classroom expenditure was for staff salaries and benefits. The average teaching cost was $89,449 which accounted for 66.7 percent of all instructional expenses.

- 15.55 percent ($10,758,053) of the instructional budget was allocated to serving students with special needs.

- The cost for Board and System Administration was below the province's cap of 4 percent for a total of 3.61 percent ($3,514,417).

- Expenditures to transport students to and from school amounted to 9.40 percent ($9,162,819).

- The cost of maintaining and operating 22 sites amounted to 7.65 percent ($7,460,390).

- Parkland's annual operating deficit is $3,603,051, which was $2,805,042 better than budgeted. Its total accumulated operating surplus is $7,015,038 of which 82.38 percent is restricted.

- Capital funding equated to 4.34 percent ($4,225,848).

- Parkland's capital reserves amount to $2,851,121.

- Two capital projects were completed in 2009-10; the new Memorial Composite High School ($45,860,625) and six modular classrooms at École Meridian Heights ($1,358,070).

System Instruction Support **1%**

Capital **4%**

System Administration **3%**

External Services **0%**

Board Governance **0%**

Transportation **9%**

Plant Operations & Maintenance **8%**

School Generated Funds **3%**

Instruction 71%

2009-2010 Expenditures Chart

Gov/Sys Administration **3%**

Capital **3%**

External Services **0%**

Transportation **9%**

Plant Operations & Maintenance **8%**

School Generated Funds **3%**

Instruction 73%

2009-2010 Revenues Chart

Other **$99,596**

Past Year Carryover **$234,281**

Donations and grants to schools **$129,729**

Student fees (non-Instructional) **$645,613**

Fundraising activities **$1,890,696**

2009-2010 Sources of School Generated Funds

Financial Principles Used in Planning

Parkland allocates its revenues in accordance with the following beliefs and guiding principles:

Distributed Decision-Making Belief

- The distribution of decision-making responsibility will create, and draw upon, leadership capacity within our organization.
- The Division's staff has the capability to make decisions about activities within the realms of its responsibility.
- 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.
- Decision-making responsibility must be supported by equitable resource allocation.
- Equity is established through a process of collaboration and consensus building.
- Information sharing about external or internal conditions affecting an organization is important.

Decision-Making Guiding Principles

1. Those who are closest to the activity will have the major influence in decision-making surrounding that activity.
2. Informed decisions will be made with attention to balancing choice, responsibility, and accountability, while maintaining alignment with the organization's mission, vision and principles.
3. Individuals will accept responsibility for their decisions.
4. Decision makers will endeavor to take into account the full scope of impact of their decisions, and will collaborate with those who may be affected by such decisions.
5. Information will be shared as freely as possible throughout the organization.

2010-11 Budget

Parkland allocates its revenues in accordance with the "Distributed Decision-Making" beliefs and Decision Making guiding Principles as outlined on the previous page. As such the vast majority is sent directly to schools and under this structure schools then allocate resources according to the priority areas they have identified. Consequently Parkland School Division does not direct schools/funds to address specific Accountability Pillar results.

- Parkland School Division No. 70 is expected to have 9,605 students enrolled in Kindergarten through Grade twelve in the 2010-2011 school year which is an increase of 181 students over the previous year.
- Total budgeted revenues for 2010-2011 are $99.6 million. Total revenues for the division increased by 12.52% over 2009-2010.
- Total budgeted expenditures for 2010-2011 are $101.1 million. Total expenditures for the division increased by 7.35% over 2009-2010.
- Division staffing has the greatest impact on the educational opportunities provided to students within Parkland School Division No. 70 and consequently makes up 70.6% of the division's budget. Parkland School Division No. 70 will spend approximately $71.4 million on human resources. The division will employ 513.6 full time equivalent teachers and 371.3 full time equivalent support staff in 2010-2011. 2010-11 will see an overall decrease of 1.0 teacher and 11.0 support staff.
- The division has Accumulated Operating Reserves of $5.8 million as at August 31, 2010. In the 2010-11 budget, we anticipate Operating Reserves in the amount of $1.5 million will be used to provide additional funding for increase in negotiated settlements for both certificated and support staff. The estimated balance at the end of August 31, 2011 for Operating Reserves is $4.2 million.

Full details of Parkland's 2010-2011 Budget can be found on the jurisdiction's website at:
http://www.psd70.ab.ca/OurDivision/ReportsandPublications/Pages/Default.aspx

Information regarding Parkland School Division's sources of school generated funds and their uses can be obtained by accessing the following web-link to PSD's Audited Financial Statements and related unaudited schedules for 2009/2010. The link is:
http://www.psd70.ab.ca/Documents/2009-2010_Audited_Financial_Statement.pdf

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 Statements is located at:
http://education.alberta.ca/admin/funding/audited.aspx

REVENUES

	2010-11	2009-10	
	Final	Approved	Variance
Revenues			
Base Funding	55,972,876	51,832,209	4,140,668
Differential Cost Funding	16,280,716	15,401,686	879,030
Transportation Funding	8,346,453	7,987,380	359,073
Other Provincial Support	511,486	314,900	196,586
Other Alberta Education	628,143	628,001	142
Provincial Priority Targeted	5,625,710	4,517,404	1,108,306
Capital and IMR	1,045,776	1,070,024	(24,248)
Specialized Support Services	236,474	544,530	(308,056)
Federal Funding	1,720,172	1,510,040	210,132
Other Revenues	9,184,630	4,671,652	4,512,979
Total Revenues	**99,552,437**	**88,477,825**	**11,074,61**

Capital Allocations **4%**

Federal **2%**

Other **5%**

Other Provincial **33%**

Base Funding 56%
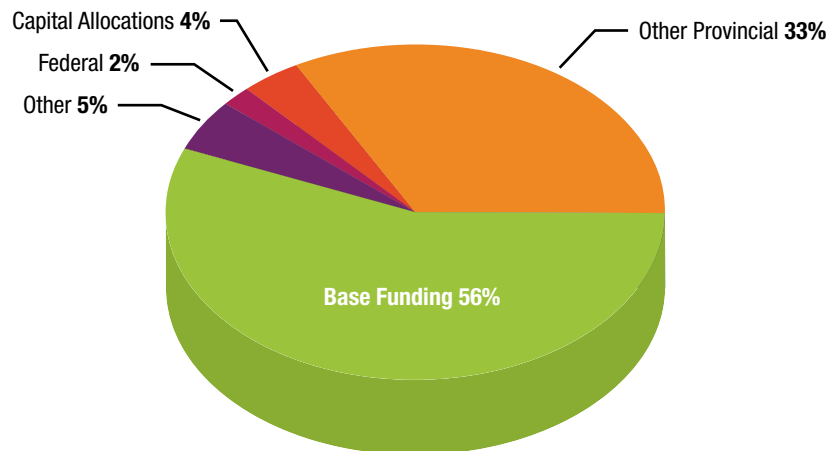
EXPENDITURES

	2010-11	2009-10	
	Final	**Approved**	**Variance**
Expenditures			
Certificated	51,952,816	49,324,181	2,628,635
Uncertificated and Trustees	19,443,969	19,320,131	123,838
Contracted Services & Supplies	24,676,754	23,054,777	1,621,977
Capital and Debt Services	5,016,234	3,529,732	1,486,502
Total Expenditures	**101,089,773**	**95,228,821**	**5,860,952**

Contracted Services & Supplies **25%**

Capital and Debt Services **5%**

Certificated 51%

Uncertificated and Trustees **19%**
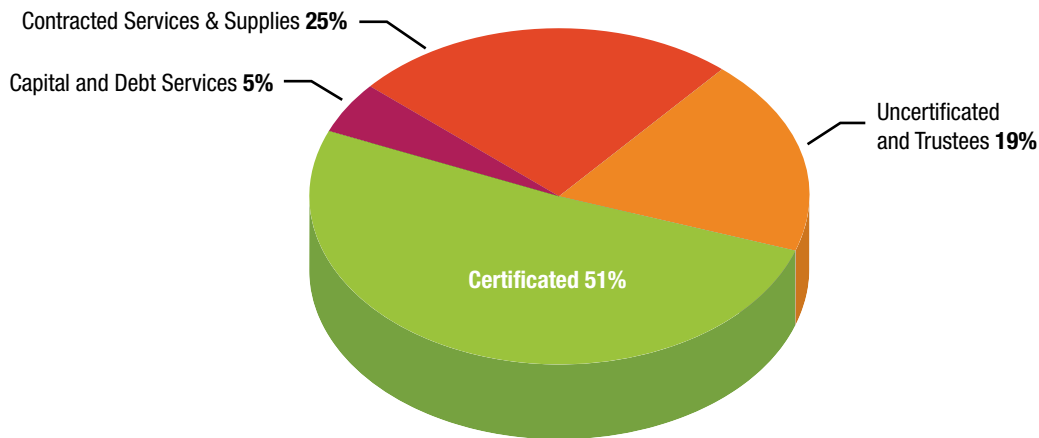
DEFICIT TO BE FUNDED BY OPERATING RESERVES

DEFICIT		(1,537,335)	
Operating Reserves	**Balance 1-Sep-10**	**Utilized**	**Balance 31-Aug-11**
Instruction	5,507,360	(1,681,854)	3,825,506
Board and System Administration	406,058	-	406,058
Operations and Maintenance	(9,557)	9,557	-
Transportation	(124,942)	124,942	-
External Services	-	10,000	10,000
Total	**5,778,919**	**(1,537,335)**	**4,241,584**

SATISFACTION SURVEY (2009 – 2010)

Parkland's Satisfaction Survey was administered to a grade-specific sample of parents and students, and to all staff. The tables below show schools satisfaction results in relation to the jurisdiction's goals. The percentages listed represent the percent of respondents who indicated "strongly agree" or "agree" on the student survey, or the number of respondents who indicated "very satisfied" or "satisfied" on all other surveys. In schools where there were fewer than 6 respondents in a group, i.e. under 6 staff members responding to the survey, results have not been included to ensure anonymity. Results that have been suppressed are indicated by (-). Grey areas of the table indicate that a result is not available because the question was not asked to that group. The response rates are the percentage of parents, students, and staff who completed the 2009 - 2010 Satisfaction Survey.

SATISFACTION SURVEY RESPONSE RATES										
	Parents with students in Grades 2, 5, 8, 11		Special Education Parents		Grade 3 and 6 Students		Grade 9 and 12 Students		Staff	
	# of surveys returned	Parkland Division	# of surveys returned	Parkland Division	# of surveys returned	Parkland Division	# of surveys returned	Parkland Division	# of surveys returned	Parkland Division
Survey Response Rates	n=2,838	21%	n=130	14%	n=1,220	90%	n=1,137	67%	n=756	67%

SATISFACTION LEVELS RELATED TO GOAL 1: High quality learning opportunities for all.								
	Parents with students in Grades 2, 5, 8, 11		Grade 3 and 6 Students		Grade 9 and 12 Students		Staff	
	School Result	Parkland Result	School Result	Parkland Result	School Result	Parkland Result	School Result	Parkland Result
Overall quality of education / I like my school (gr. 3/6)		90%		92%		83%		97%
School Characterized by dignity, respect, and caring		85%		96%		86%		88%
Dignity & Respect				87%		80%		
Friends at school				97%		96%		
Safe environment:		91%		93%		88%		94%
Building								
Classroom				95%		92%		
Grounds		85%		82%				
Students are treated fairly		90%		92%		80%		97%
Satisfaction with the variety of program choices available		88%				84%		97%
Teachers use computer technologies to help learn		87%		96%		86%		90%
Technology improves student learning				92%		81%		
The School/Teachers provide help and support		86%		96%		84%		
Process to respond to needs of at-risk students								85%
Parents satisfaction with access to special needs services[1]		82%						
Parents satisfaction with timeliness of special needs services[1]		82%						

	School Result	Parkland Result	School Result	Parkland Result	School Result	Parkland Result	School Result	Parkland Result
Students with special needs are meeting their IPP goals[1]		82%							89%
Responsive Programming / Curriculum		84%							89%

Note 1: Answered by parents with children that receive special needs assistance in school.

SATISFACTION LEVELS RELATED TO GOAL 2: Excellent Learner Outcomes Achieved by Students.								
	Parents with students in Grades 2, 5, 8, 11		Grade 3 and 6 Students		Grade 9 and 12 Students		Staff	
	School Result	Parkland Result	School Result	Parkland Result	School Result	Parkland Result	School Result	Parkland Result
Students are prepared for world of work		74%				72%		91%
Students are prepared for post-secondary studies		79%				80%		
Students have information re: next steps in learning programs		86%				84%		
Satisfaction with career planning assistance		68%				66%		
Students are being prepared to be good citizens		91%		95%		76%		95%
Students know how they should behave				98%		97%		
Satisfaction with progress and achievement of your child		87%						

SATISFACTION LEVELS RELATED TO GOAL 4: Highly Responsive and Responsible Jurisdiction.								
	Parents with students in Grades 2, 5, 8, 11		Grade 3 and 6 Students		Grade 9 and 12 Students		Staff	
	School Result	Parkland Result	School Result	Parkland Result	School Result	Parkland Result	School Result	Parkland Result
Satisfaction with opportunity for involvement in decision making		88%						84%
School's effort to involve parents in child's learning experiences		84%						97%
Satisfaction with involvement of special needs specialists[1]		72%						
Satisfaction with quality of special education services overall[1]		76%						
School Council has meaningful role								94%
Teachers are available discuss child's education		94%						
School always works to improve the quality of education offered		88%						98%
Way school informs about progress & achievement		86%		94%		83%		98%
Satisfaction with communications from the school/Division		88%						92%
Satisfaction that educational dollars are well spent in school		81%						
Access to Professional Development activities								89%
Quality of professional development activities								89%

Note 1: Answered by parents with children that receive special needs assistance