



PALLISER REGIONAL SCHOOLS

Report to the Community

Annual Education Results Report 2016-2017

and

Three-Year Education Plan for 2017-2020

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Meet Our Trustees

Board Chair Robert Strauss

Representing a rural area in Vulcan County west and south of Highway 23/24 that includes the Town of Vulcan, Village of Carmangay as well as the community served by Brant Christian School in Brant, Calgary Islamic School, Calgary Christian School, Heritage Christian Academy and Horizon Elementary School, all of Calgary. He was returned as Board Chair at the organizational meeting held in October 2017.

Click [here](#) for a map of Ward 2, Subdivision 2, and the area he represents.

Vice-Chair Debbie Laturnus

Representing the Town of Coaldale, as well as the community served by Trinity Christian School in Calgary.

Click [here](#) for a map of Ward 1, Subdivision 2, and the area she represents.

Alternate Vice-Chair Kristine Cassie

Representing the rural area of Lethbridge County including Coalhurst, Nobleford and Barons.

Click [here](#) for a map of Ward 1, Subdivision 3, and the area she represents.

Trustee Lorelei Bexte

Representing a rural area in Vulcan County east of Highway 23/24 that includes the communities of Arrowwood, Milo, and Champion, as well as the communities served by Calgary Christian School, Horizon Elementary School and Menno Simons Christian School, all of Calgary.

Click [here](#) for a map of Ward 2, Subdivision 1, and the area she represents.

Trustee Sharon Rutledge

Representing the rural area at the south end of Lethbridge County, outside the City of Lethbridge and Town of Coaldale.

Click [here](#) for a map of Ward 1, Subdivision 1, and the area she represents.

Trustee Don Boras

Representing Picture Butte and surrounding area, as well as Iron Springs and the communities served by Calgary Islamic Schools and Master's Academy & College, all of Calgary.

Click [here](#) for a map of Ward 1, Subdivision 4, and the area he represents.

Accountability Statement

The Annual Education Results Report for the 2016-2017 school year and the Education Plan for the three years commencing September 1, 2017, for Palliser Regional Division No. 26 (Palliser Regional Schools) were prepared under the direction of the Board in accordance with its responsibilities under the *School Act* and the *Fiscal Planning and Transparency 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 2016/2017 school year and the Three-Year Education Plan for 2017– 2020 on November 28, 2017.

Robert Strauss, Board Chair

Dave Driscoll, Superintendent of Schools

Foundation Statements

Mission Statement

Together we will ensure learning success for all students to develop their unique potential as caring citizens in a changing world

Mandate

The primary mandate for Palliser Regional Schools is to:

- Educate all children in the school jurisdiction in an equitable manner.
- Encourage and motivate the progressive development of fundamental knowledge, skills and attitudes.
- Provide an educational program through a partnership of school, family and community, thereby preparing students academically, socially and emotionally to be responsible, caring and knowledgeable citizens.
- Provide quality life skill education to all students.
- Foster positive self-esteem in students, assisting them to complete their educational program and achieve personal goals.
- Create and maintain positive, safe and supportive learning environments.

Beliefs and Values

The Board of Trustees has endorsed the following values in order to have a well-functioning School Division: team work, empathy, integrity, respect, trust, responsibility and humor should govern the interactions within the division and in relation to our external interactions.

Vision

The following vision statements are intended to provide the standards that Palliser Regional Schools should strive to achieve and maintain. These standards should serve as both the blueprint for our improvement efforts and the benchmarks by which we will evaluate our progress. Palliser Regional Schools is committed to engendering and supporting the values of the broader society: empathy, integrity, respect, trust and responsibility. If the children of this community are to realize these values, the division acknowledges its responsibility to provide an exemplary education. It can only do this by establishing a clear sense of the goals it is trying to accomplish, the characteristics of the schools it seeks to provide, and the contributions the various stakeholders must make in order to transform these ideals into reality.

Student Learning

Palliser Regional Schools, in the pursuit of excellence in providing educational services, believes that student learning is at the very heart of its vision. Therefore, the division will provide a learning environment based upon the best professional knowledge and educational research. Professionals within Palliser Regional Schools design their classroom curricula and instructions to enable students to succeed at meeting established outcomes. In our pursuit of excellence for student learning, teachers and instructional leaders:

- Make curriculum and instruction decisions guided by specific, clearly stated and challenging outcomes for each grade level and subject.
- Ensure the essential core curriculum is addressed through the examination of scope and sequence from grade to grade and through alignment with the Program of Studies.

- Provide an assessment system that monitors academic progress of individual students and produces timely feedback to enhance learning.
- Employ instructional strategies that recognize individual learning styles and that are inherently engaging.
- Engage in systematic processes of analysis of learning, goal setting and the implementation of change strategies for the continuous improvement of student learning.

Leadership

Palliser Regional Schools, in the pursuit of excellence in providing educational services, requires effective leaders – leaders who are accessible by and attentive in their relationships with members of the school community; leaders who are collaborative team leaders and problem solvers in a context of mutual respect. Leaders within Palliser schools develop shared goals and strategies to reach the division’s vision of excellence. In our pursuit of excellence, our leaders:

- Promote, protect and champion the division’s vision on a daily basis.
- Model excellence by challenging students and staff to aspire to the highest level of achievement.
- Commit to continuous improvement encouraging the ongoing professional development essential to an improving school.
- Practice shared decision-making by seeking input from affected stakeholders for key decisions.
- Monitor the continuity of the curriculum.
- Develop a collaborative culture involving community, parents, personnel and students.

Personnel

Palliser Regional Schools, in the pursuit of excellence in providing educational services, believes that the quality of learning experiences students engage in is directly related to the personnel the division employs. Therefore, Palliser Regional Schools is committed to recruiting and retaining outstanding individuals who will advance the division’s vision of excellence. In Palliser Regional Schools, all staff members:

- Collaborate to set and achieve high standards of student learning and achievement.
- Model caring and respectful behaviors.
- Engage in continuous professional learning and improvement and are recognized by students, parents and the community as models of continuous learners.
- Are conscious of individual student needs and respond to these needs in a timely and accountable manner.
- Model good citizenship and caring, respectful behaviours.

School Climate

Palliser Regional Schools, in the pursuit of excellence in providing educational services, believes that student learning and achievement is enhanced in an environment that is safe, respectful and welcoming to all. Regardless of the locale, such an environment exemplifies pride, engaged energy and success. In locations where learning is to take place under the authority of Palliser Regional Schools, personnel:

- Establish a program that teaches self-discipline and responsibility supporting a safe and orderly environment.

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- Commit to providing an emotionally and physically safe and supportive environment.
 - Celebrate the successes of all members of the school community.
 - Engage in proactive measures to reduce the predictable behavior, or the physical characteristics that might diminish the safety and security of the working and learning environment.
 - Observe division policies that establish fundamental rules and procedures for general behavior along with fair, consistent and appropriate consequences.

Community Relations

Palliser Regional Schools, in the pursuit of excellence in providing educational services, believes in community relationships that produce mutually beneficial and active partnerships that advance our division's vision of excellence. Knowledge and respect for the local community's characteristics and needs are recognized as vital elements in fostering and enhancing student learning. In our pursuit of excellence, we:

- Engage parents as active partners in educating their children, monitoring their academic progress, and emphasizing the importance of education and our shared commitment to lifelong learning.
- Develop a dialogue of communication focused on student learning and achievement.
- Partner with community members to provide resources – personnel, leadership, facilities, materials, equipment and time – enabling schools to offer programs of excellence.

Students

Palliser Regional Schools, in the pursuit of excellence in providing educational services, believes success in reaching its vision will be evident through the accomplishments, character and behavior of its students. Success will be measured by students who:

- Value learning and take responsibility for their learning, decisions and actions.
- Proudly and confidently strive to achieve their personal best.
- Conduct themselves in a way that contributes to a safe, orderly, positive school climate and ensures the rights of others.
- Contribute to the well-being and success of their community.
- Recognize themselves as partners, along with parents and teachers, in their own vision of educational excellence.
- Become good citizens and contribute to the well-being and on-going success of their community.

Our Goals

Palliser Regional Schools believes in the power of aligning goals so that every part of the system is working in tandem toward a common vision.

To that end, Palliser's goals for 2017-2020 echo the goals of Alberta Education.

- Our students are and will be successful.
- The achievement gap between First Nations, Metis and Inuit students and all other students will be eliminated.
- Our system is and will continue to be inclusive.
- Palliser has and will continue to recruit excellent teachers, school and school authority leaders.
- Under the leadership of our new Superintendent, Palliser will continue to grow and prosper.

A Profile of Palliser

Palliser Regional Schools was created on January 1, 1995. It is comprised of Lethbridge County and most of Vulcan County. Since 2006-2007, the division has also operated programs in Calgary.

In 2017-2018, Palliser opened a new school in southwest Calgary, Horizon Elementary School. The public school offers Islamic and Arabic studies and a leadership focus.

The Board of Trustees is made up of six elected trustees. The division's central office is in Lethbridge.

Palliser employs about 1,500 individuals, including 578 certificated teaching staff and 497 non-certificated staff in full- or part-time roles (as of Fall 2017) and substitute and casual employees. They serve about 8,265 students.

For the 2017-2018 school year, Palliser has: 15 community schools; 17 Hutterite colony schools; 11 faith-based alternative programs, ten of which are in Calgary; five outreach programs; and two alternative programs serving Low German-speaking Mennonite students. The junior high at Huntsville School is also an alternative program for Low German-speaking Mennonite students; and the outreach program at Carmangay serves an entirely LGM student population as an extension of Barons School. Palliser Beyond Borders, which oversees programs in Coaldale, Picture Butte, Vulcan and Calgary, offers online courses across the division and coordinates the international student program.

Some kindergarten programs are operated by private partners. Many of our elementary schools offer Early Learning Programs to prepare three- and four-year-olds for school.

Community	School	Grades
Arrowwood	Arrowwood Community School	ECS-9
Barons	Barons School (LGM Alternative)	ECS-6
Brant	Brant Christian School	ECS-12
Calgary	Calgary Christian School Elementary	ECS-6
	Calgary Christian School Secondary	7-12
	Calgary Islamic School AJ campus	ECS-12
	Calgary Islamic School OBK campus	ECS-9
	Heritage Christian Academy	ECS-12
	Horizon Elementary School	ECS-6
	Master's Academy	ECS-6
	Master's College	7-12
	Menno Simons Christian School	ECS-9
	Trinity Christian School	ECS-9
	Palliser Beyond Borders at Calgary	10-12
Carmangay	Carmangay Outreach School	7-12
Champion	Champion Community School	ECS-9
Coaldale	Jennie Emery Elementary School	ECS-4
	John Davidson School (LGM)	ECS-9
	Kate Andrews High School	9-12
	Palliser Beyond Borders at Coaldale	10-12
	R.I. Baker Middle School	5-8
Coalhurst	Coalhurst Elementary School	ECS-6
	Coalhurst High School	7-12
Iron Springs	Huntsville School	ECS-9
Milo	Milo Community School	ECS-9
Nobleford	Noble Central School	ECS-12
Picture Butte	Dorothy Dalgliesh School	ECS-6
	Picture Butte High School	7-12
	Palliser Beyond Borders at Picture Butte	10-12
Sunnyside	Sunnyside School	ECS-6
Vulcan	County Central High School	7-12
	Palliser Beyond Borders at Vulcan	8-12
	Vulcan Prairievew Elementary School	ECS-6
Colony Schools	17 sites	ECS-9
All of Palliser	Home School Program	1-12
All of Palliser	Palliser Beyond Borders	10-12

Trends, Issues and Accomplishments

- The Board of Trustees completed an Organizational Review of Palliser Regional Schools in October 2016. Twenty one (21) recommendations were forwarded to the Board focusing on the overall culture in Palliser. While there continues to be work in complying to the psychological health standards, many of the recommendations in the review have been completed.
- A structural review (which commenced in Spring 2017) of Palliser Regional Schools Central Office was conducted to identify potential improvements for effective and efficient operations and to acknowledge existing strengths.
- The Board of Trustees was successful in stabilizing the Superintendent position commencing in October 2017.
- The economic downturn is taking a toll on many families across Alberta, and that is having an impact on schools. Our staff are dealing with a rising level of need in schools for emotional and behavioural supports for students. Some students' most basic needs for shelter and food are not always met at home, and caring, passionate staff are providing support wherever possible. The division's outstanding team of Family School Liaison Counsellors, behaviour specialist, administrators, teachers and support staff continue to do an admirable job of caring for the whole student, well beyond their academic needs. Palliser continues to be concerned that the education system is doing its best to manage rising needs when a broader, coordinated approach involving health and other human services is required.
- Tied to the economic downturn is a declining student population in Palliser's Calgary schools. That said, Palliser Regional Schools maintained student numbers consistent with the 2016-2017 school year.
- Palliser Regional Schools' teachers, school-based administration, support staff and central services staff should be commended for their combined efforts and contributions which allows Palliser to remain a highly effective student learning system. Student achievement in all subjects and in both acceptable and standard of excellence fields in Grade 6 and 9 remain higher than the provincial average. Notably, the Grade 6 English Language Arts standard of excellence exceeded the provincial average by 11.6%.
- Math results for both Grades 6 and 9 are above the provincial average in both acceptable standard and standard of excellence. The acceptable standard for Grade 6 Math is 10.1% above the province; and standard of excellence exceeds the province by 7.2%. Grade 9 acceptable standard exceeds the province by 12.9% and standard of excellence is 11% above the provincial average.
- English 30, both -1 and -2, have high achievement results and both are above provincial average
- Both the acceptable standard and standard of excellence in Social Studies 30-2 are above the province.
- In Science 30, 100% of students achieved an acceptable standard.
- Physics 30 results remain very high with 42% of students achieving standard of excellence, which is a five year high.
- Other commendations include a 91.6% safe and caring rating, which is the culmination score of surveys given to our staff, students and parents.

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- Palliser began discussions with Horizon Academy Institute to open a new faith-based elementary school in Southwest Calgary that will focus on student leadership (Seven Habits) and Arabic language programming.
 - The international program is also providing students from other countries the opportunity to experience Alberta and Palliser's outstanding school system. In 2016-2017, Palliser had 70 students attending eight different schools from four different countries.
 - To support young readers, Palliser again hired students through the Summer Temporary Employment Program (STEP) to, among other duties, support the Summer Reading Club. Approximately 50 Palliser elementary students participated in the club at four schools during July and August. The purpose of the club is to work with students on research-based, yet fun and joyful literacy activities, to support their reading progress.
 - In 2016-2017, Palliser's student leadership work continued for Grade 4-6 and Grade 7-12 students, who attended a third annual student leadership conference. Students had time to meet as school teams to discuss action plans for the coming year. Just over 1,100 students and approximately 40 community based projects were realized as a result of the leadership conference.
 - In March 2017, Palliser Regional Schools hosted its first Arabic Language Conference with over 100 participants from across Alberta.
 - The school division brought together a diverse cross-section of employees, along with board representatives, for a workshop on psychologically healthy workplaces.
 - The Board of Trustees committed \$215,000 toward two full-time equivalent teaching positions to be distributed among schools with declining enrolment, as a one-year bridge funding in hopes the enrolment trend can be reversed. The Board is challenging the smaller schools to be innovative in their programming in order to strengthen not only the school, but the community. The long-term challenge is to find a way to sustain service levels should enrolment continue to decline in some communities and without an increase in funding to address inflationary pressures.

Combined 2017 Accountability Pillar Overall Summary

Measure Category	Measure	Palliser Regional Div No. 26			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	91.6	91.2	92.3	89.5	89.5	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	79.9	79.8	81.7	81.9	81.9	81.5	High	Declined	Acceptable
	Education Quality	91.5	90.5	92.2	90.1	90.1	89.6	Very High	Declined	Good
	Drop Out Rate	3.7	3.1	2.6	3.0	3.2	3.3	High	Declined	Acceptable
	High School Completion Rate (3 yr)	78.7	84.8	84.7	77.9	76.5	76.1	High	Declined Significantly	Issue
Student Learning Achievement (Grades K-9)	PAT: Acceptable	82.7	82.5	82.7	73.4	73.6	73.2	High	Maintained	Good
	PAT: Excellence	27.8	29.0	28.2	19.5	19.4	18.8	Very High	Maintained	Excellent
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	83.7	85.0	86.6	83.0	82.7	83.1	Intermediate	Declined	Issue
	Diploma: Excellence	20.3	21.5	20.8	22.2	21.2	21.5	High	Maintained	Good
	Diploma Exam Participation Rate (4+ Exams)	59.6	58.1	59.2	54.9	54.6	53.1	High	Maintained	Good
	Rutherford Scholarship Eligibility Rate	74.9	76.1	76.1	62.3	60.8	60.8	n/a	Maintained	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	65.2	64.2	66.1	57.9	59.4	59.3	High	Maintained	Good
	Work Preparation	86.3	88.9	89.3	82.7	82.6	81.9	Very High	Declined Significantly	Acceptable
	Citizenship	86.9	87.1	88.2	83.7	83.9	83.6	Very High	Declined	Good
Parental Involvement	Parental Involvement	86.0	85.1	86.7	81.2	80.9	80.7	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	83.1	80.8	83.7	81.4	81.2	80.2	Very High	Maintained	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the Our School/ Tell Them From Me survey in 2014.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Aggregated 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; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
11. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.

Combined 2017 Accountability Pillar First Nations, Métis and Inuit Summary

Measure Category	Measure	Palliser Regional Div No. 26 (FNMI)			Alberta (FNMI)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student Learning Opportunities	Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Drop Out Rate	4.4	4.0	5.5	5.8	6.1	6.7	Intermediate	Maintained	Acceptable
	High School Completion Rate (3 yr)	*	*	51.0	53.6	50.2	47.8	*	*	*
Student Learning Achievement (Grades K-9)	PAT: Acceptable	60.5	*	68.8	51.7	52.4	52.1	Very Low	Maintained	Concern
	PAT: Excellence	2.6	*	12.5	6.7	6.3	6.3	Very Low	Declined	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	87.9	*	84.2	77.1	76.1	76.3	High	Maintained	Good
	Diploma: Excellence	15.2	*	10.5	10.7	10.2	10.2	Intermediate	Maintained	Acceptable
	Diploma Exam Participation Rate (4+ Exams)	*	*	26.0	21.8	20.7	20.3	*	*	*
	Rutherford Scholarship Eligibility Rate	*	*	n/a	34.2	31.9	31.9	*	*	*
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	42.6	68.8	68.8	31.8	33.5	33.3	Low	Maintained	Issue
	Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Parental Involvement	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Continuous Improvement	School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. Aggregated 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 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
6. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
7. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
9. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
10. Student demographic data used when calculating Student Outcome Measures and Provincial Achievement Tests results was updated in October 2016. This impacted results based on enrolment (e.g., self-identified First Nations, Metis and Inuit), exception (e.g., learning disability) and grant program codes (e.g., English as Second Language students) reported in previous years.

Measure Evaluation Reference

Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

- 1) For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- 2) Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Category Evaluation

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g. 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern)

Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	83.7	84.7	80.9	82.5	82.7	83.4	High	Maintained	Good	83.9	84.5	84.9
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	27.9	26.7	28.9	29.0	27.8	28.5	Very High	Maintained	Excellent	28.9	29.5	29.9

Comment on Results

Palliser's results remain consistently strong however, we remain focused on continuous improvement. These results can be attributed to our focus on literacy both reading and writing. We continue to employ our AWA, Academic Wrap-Around, program where teachers and principals can access our central office team, consisting of a Director of Learning, Literacy Specialist and/or Behavioral Specialist and the Technology Specialist, to consult with for students whom teachers have identified as not progressing with their learning. Human Resources also supports our new teachers and new to Palliser teachers through an induction program, TIPP, Teacher Induction Program for Palliser. Through this program, they receive support on literacy, classroom management, planning and assessment and differentiation. Palliser employs its own Speech Language Pathologists to support early learning and PUF as we recognize that early identification and support for students who require them is essential to their progress and success in later years.

Strategies

- *Academic Wrap for students- Each week a team of educators(literacy coach, educational technology lead, director of learning, teacher, principal) wrap around a student's literacy needs.*
- *Palliser continued focus on Fountas and Pinnell benchmark assessment and MSV (Meaning, Structure and Visual analysis of reading. Teachers learn more about student strengths of reading and areas to focus on). All schools have received an MSV workshop.*
- *An English as an Additional Language (EAL) committee was established to guide professional development and make recommendations to support the capacity of staff to assess and support English Language Learning (ELL) students. Professional development related to instructional supports for ELL students was provided to administrators and teachers throughout the division*
- *Palliser continued support for staff using English as a Second Language (ESL) benchmarks for student language assessment and to guide instruction. As a result, staff have recognized a significant number of students who need additional and specialized language support.*
- *Palliser focused collaborative days on literacy, assessment, and wellness.*
- *Palliser provided a literacy coach who visits each school and works with teachers and staff. A total of 140 individual coaching sessions and 46 staff sessions were held.*

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- *Palliser's Technology Specialist – Educational support for teachers leveraged support for students with the use of technology*
 - *Palliser's behavior specialist provided support to 170 students system-wide and completed 53 school-based presentations on Self-Regulation.*
 - *Introductory session offered on assessment to inform instruction for Early Learning Educators. Palliser educators will pilot using this assessment to inform instruction.*
 - *Writing assessment project committee was established and a plan formulated to improve student writing. Many schools and teachers are implementing the Units of Study writing program. This is a grassroots initiative arising from teachers. This involved voluntary training of division leaders, administrators, and teachers on Calkins Pathways and Units of Study for writing for grades 1 to 9.*
 - *Training of early learning educators through Handwriting Without Tears.*
 - *TIPP 1 (Teacher Induction Program to Palliser - First Year Cohort) saw three sessions on planning, assessment, literacy, classroom management and behavior supports.*
 - *TIPP 2 (Teacher Induction Program to Palliser - Second Year Cohort) saw two sessions on assessment, technology integration and literacy*
 - *Training for new administrators in TQS supervision and evaluation contributes to success in classrooms by support teachers.*
 - *Palliser provided robust wireless networks in 49 sites.*
 - *Palliser provided Google classroom instructional strategies.*
 - *Palliser provided global opportunities to students – international students.*
 - *Principals provided HR support from the ATA on Supervision and Evaluation.*

Outcome One: Alberta’s students are successful (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	87.3	88.2	86.7	85.0	83.7	86.7	Intermediate	Declined	Issue	87.2	87.7	88.2
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	21.2	21.1	19.8	21.5	20.3	21.3	High	Maintained	Good	21.8	22.3	22.8

Comment on Results

Palliser’s achievement on standard of excellence remains strong while attention needs to focus on the acceptable standard. Conversations occur at least twice/year with high school principals on their data and strategies they have collaboratively planned with their staff to implement plans to address the data. In addition, these conversations can inform central office as to what supports individual schools are needing and how central office can best support them. For the 2017-2018 school year our high schools are implementing high school redesign plans and experiential learning where students can raise their engagement with high school.

Strategies

- *Each of Palliser’s high schools are now implementing various strategies with the goal of increasing student engagement through High School Redesign.*
- *Academic Wrap for students*
- *Continued focus on Fountas & Pinnell and MSV*
- *ELL Benchmarks for student language assessment – provide additional training for staff to support language assessment and guide instruction.*
- *Focused collaborative days on literacy, assessment and wellness.*
- *Palliser provides a literacy coach who visits each school and works with teachers.*
- *Technology Specialist – Educational support for teachers leveraging support for students with the use of technology*
- *Introductory session on assessment for early learner educators to inform instruction*
- *Train and support first year teachers in assessment, lesson planning*
- *Training for new administrators in TQS supervision and evaluation, which contributed to success in classrooms by support teachers.*
- *Palliser provided robust wireless networks in 49 sites*
- *Palliser provided instructional strategies through Google classroom*
- *Palliser provided global opportunities to students – international students.*

Outcome One: Alberta’s students are successful (continued)

Performance Measure	Results (in percentages)						Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	82.9	85.4	84.0	84.8	78.7	83.2		High	Declined Significantly	Issue	83.7	84.2	84.7
Drop Out Rate - annual dropout rate of students aged 14 to 18	2.6	2.2	2.6	3.1	3.7	3.7		High	Declined	Acceptable	2.7	2.2	1.7
High school to post-secondary transition rate of students within six years of entering Grade 10.	67.6	66.8	67.3	64.2	65.2	65.7		High	Maintained	Good	66.2	66.7	67.2
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	76.1	74.9	75.5		n/a	Maintained	n/a	76.0	76.5	77.0
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	60.7	55.2	60.3	58.1	59.6	60.1		High	Maintained	Good	60.6	61.1	61.6

Comment on Results
Palliser has positive results in the areas of High School Transition Rate and Percentage of students writing four or more diploma exams within three years of entering Grade 10. We will endeavor to work with those high schools whose results are in decline with High School Completion and Drop-Out Rates. Through conversations with high school principals on their data, central office can better learn about which supports they may require to address these results.

- Strategies**
- *Ensure that resource allocation is fair and equitable for all students (computers, physical spaces, computers, wireless access)*
 - *Palliser Beyond Borders school review indicates that students learn in a variety of ways and Palliser continues to support students varied learning methods.*
 - *Supporting CTS courses with the use of the CTS trailer. Introduction of coding as an option course.*
 - *Wrap around services are conducted for students with needs.*
 - *High school redesign for all Palliser high schools*
 - *Support for high school on academic literacy, vocabulary, and comprehension.*

Outcome One: Alberta's students are successful (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	87.5	88.9	88.6	87.1	86.9	87.8	Very High	Declined	Good	88.3	88.8	89.3
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	87.5	90.8	88.3	88.9	86.3	88.4	Very High	Declined Significantly	Acceptable	88.9	89.4	89.9

Comment on Results

'Very High' achievement in these two areas. We acknowledge that there has been a decline in both and will endeavor to address this data with our schools.

Strategies

- *Palliser Beyond Borders expanded off campus opportunities for student to earn credits in: work experience, RAP, "Iron Workers Program", Green Certificate, to name a few. This initiative has increased credits to the system by 400 credits.*
- *"Leader in Me" is being implemented in 3 elementary schools*
- *Student leadership opportunities being available grades 4-6 and grades 7-12 students.*
- *Focus on self-regulation (5 Pilot schools and multiple PD opportunities)*
- *FSLC at every school*
- *Increase in CYCW time*
- *Career and academic counselors in all 11 high schools*
- *Palliser allocated additional FTE to increase work experience and off campus program throughout Palliser.*
- *Palliser has a Memorandum of Understanding with the University of Ambrose to support dual credit access for our high school students.*
- *Student Reading Program where high school students receive training in how to read with kindergarten students was started in one high school. Feedback was very positive for both the high school students and kindergarten students. Aim is to have more high schools involved for 2017-2018 year.*
- *High School Summer Programming, which was offered through Palliser Beyond Borders, provided students with flexibility and scheduling support in Palliser site schools. Summer programming was offered in Coaldale, Picture Butte, Vulcan, and Calgary. This provided approximately 1423 CEU for the system.*

Outcome One: Alberta's students are successful (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	73.0	77.2	77.2	75.8	78.2	78.2	n/a	n/a	n/a	78.7	79.2	79.7

Comment on Results

Palliser continues to remain strong and supports the best practices listed below.

Strategies

- *“Leader in Me” is being implemented in more elementary schools*
- *Student leadership opportunities made available*
- *Focus on self-regulation*
- *FSLC at every school*
- *Increase in CYCW time*
- *Career and academic counselors in all 11 high schools*
- *Internationalization has provided local students with greater understanding of Brazilian, Chinese and other cultures through school international hosting stays.*

Outcome Two: The systemic education achievement gap between First Nations, Métis and Inuit students and all other students is eliminated

(Results and evaluations for First Nations, Métis and Inuit measures are required for Public/Separate/Francophone School Authorities only)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017		2017	Achievement	Improvement	Overall	2018	2019
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	62.5	*	68.8	*	60.5	61.0	Very Low	Maintained	Concern			
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	10.4	*	12.5	*	2.6	3.1	Very Low	Declined	Concern			
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	*	84.2	*	*	87.9	88.4	High	Maintained	Good			
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	*	10.5	*	*	15.2	15.7	Intermediate	Maintained	Acceptable			

Comment on Results

Palliser Regional Schools continues to focus on closing the achievement gap between our FNMI students and non-FNMI students. Palliser undertook a multi-year analysis of literacy achievement using Fountas and Pinnell benchmark assessment with FNMI students to find division level trends. Further analysis of a cohort of students who have remained in the division for the past two years showed consistent performance at or exceeding grade-level expectations with literacy achievement. Attendance and underlying causes of absenteeism factored into overall achievement.

In the 2016-2017 school year we focused on providing professional development to our staff to build their capacity with the FNMI perspective. Staff participated in Blanket Exercises, workshops on Education for Reconciliation, History and Legacy of Residential Schools, workshops on FNMI resources and workshops on Elder in the Making. We will continue with these and other professional development sessions on the FNMI perspective. David Bouchard, an FNMI author, was the keynote speaker at one of our division wide collaboration days where teachers and educational assistants attended. As we build capacity with our staff -about the FNMI perspective they will be better equipped to enhance their teaching to better support not only our FNMI students but to educate all our students on the FNMI perspective. We endeavor to dialogue with surrounding districts and continue to learn how we can support our FNMI students.

Strategies

- *Director to support FNMI perspectives at the division level. Provides support for the Nutrition program and the BCCE grant, to name a few examples.*
- *Support for administrators with understanding self-declaration and revision of all school registration forms.*
- *Multiple professional development with all teachers on First Nations, Metis, and Inuit (FNMI) perspectives.*
- *Blanket Exercise offered at the March, 2018, Administrative Council meeting.*
- *Palliser has two classroom library tubs of graphic stories, FNMI Canadian/FNMI based, for classroom use. Kits are continuously signed out.*
- *Partnered with Siksika First Nation and Band leaders participated in collaborative days*
- *Partnered with Blackfoot Nation*
- *Offered multiple professional development opportunities for administrators and teachers throughout the year at administrator meetings and collaborative days.*
- *Increased FSLC time at the schools to 12.5 fte from 10.5*
- *Behaviour specialist served approximately 10 FNMI students at Arrowwood and Milo.*
- *Coordinated a Siksika Liaison position at the Arrowwood and Milo schools to support students and engagement with families to coordinate events such as “Aboriginal Day”*
- *Successful in our application for the Building Collaboration and Capacity In Education Grant (BCCE)*
- *Partnered with Metis nation attending and speaking at their learning conference*
- *Shared our collaborative day professional development opportunities with Siksika education leaders.*
- *Consulted other First Nation authorities and other school divisions on best practices.*
- *Training of interested administrators through Walking Together on education for reconciliation.*
- *Success in building collaboration capacity grant support for professional development for staff and literacy support for students.*
- *Supporting administrators through the consortia with instructional resources and professional development opportunities for staff.*
- *Investment in literacy resources that promote FNMI perspectives for all school libraries.*
- *Continued offering of the Blackfoot language at two of our schools.*
- *Continued engagement of First Nations and Metis partners through participation in the Blackfoot conference, involvement and support of Metis National Council early learning initiatives, and shared professional development and learning opportunities.*

Outcome Two: The systemic education achievement gap between First Nations, Métis and Inuit students and all other students is eliminated (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2017	Achievement	Improvement	Overall	2018	2019	2020
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	62.5	50.0	52.1	*	*	52.6	*	*	*	53.1	53.6	54.1
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	4.0	3.2	9.4	4.0	4.4	4.0	Intermediate	Maintained	Acceptable	3.5	3.0	2.5
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	*	*	*	68.8	42.6	50.0	Low	Maintained	Issue	50.5	51.0	51.5
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	*	*	50.0	*	*	*	55.0	60.0	65.0
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	50.0	16.7	26.0	*	*	26.5	*	*	*	27.0	27.5	28.0

Comment on Results

Palliser recognizes that this is an area of growth for the division. It is worth noting that many of our FNMI students do not continue in Palliser Schools after Grade 9. We continue to monitor and apply best practices for the few that do remain with Palliser until Grade 12.

-In the 2016-2017 school year we focused on providing professional development to our staff to build their capacity with the FNMI perspective. Staff participated in Blanket Exercises, workshops on Education for Reconciliation, History and Legacy of Residential Schools, workshops on FNMI resources, and workshops on Elder in the Making. We will continue with these and other professional development sessions on the FNMI perspective. David Bouchard, an FNMI author, was the keynote speaker at one of our division wide collaboration days where teachers and educational assistants attended. As we build capacity with our staff about the FNMI perspective they will be better equipped to enhance their teaching to better support not only our FNMI students but to educate all our students on the FNMI perspective. We endeavor to dialogue with surrounding districts and continue to learn how we can support our FNMI students.

Strategies

- *Palliser has received a grant focused on schools that have FNMI students. Teachers went for training on inclusion and cultural proficiency*
- *Focus on student health and wellness, and leadership.*
- *Continue to actively utilize our FNMI liaison to build connections with our FNMI students and their families.*
- *Use of data from ‘Our School’ surveys will provide insight as to how best to support all our students in addition to our FNMI students.*

- *Director to support FNMI perspectives at the division level. Provides support for the Nutrition program and the BCCE grant, to name a few examples.*
- *Support for administrators with understanding self-declaration and revision of all school registration forms.*
- *Multiple professional development with all teachers on First Nations, Metis, and Inuit (FNMI) perspectives.*
- *Blanket Exercise offered at the March, 2018, Administrative Council meeting.*
- *Palliser has two classroom library tubs of graphic stories, FNMI Canadian/FNMI based, for classroom use. Kits are continuously signed out.*
- *Partnered with Siksika First Nation and Band leaders participated in collaborative days*
- *Partnered with Blackfoot Nation*
- *Offered multiple professional development opportunities for administrators and teachers throughout the year at administrator meetings and collaborative days.*
- *Increased FSLC time at the schools to 12.5 fte from 10.5*
- *Behaviour specialist served approximately 10 FNMI students at Arrowwood and Milo.*
- *Coordinated a Siksika Liaison position at the Arrowwood and Milo schools to support students and engagement with families to coordinate events such as “Aboriginal Day”*
- *Successful in our application for the Building Collaboration and Capacity In Education Grant (BCCE)*
- *Partnered with Metis nation attending and speaking at their learning conference*
- *Shared our collaborative day professional development opportunities with Siksika education leaders.*
- *Consulted other First Nation authorities and other school divisions on best practices.*
- *Training of interested administrators through Walking Together on education for reconciliation.*
- *Success in building collaboration capacity grant support for professional development for staff and literacy support for students.*
- *Supporting administrators through the consortia with instructional resources and professional development opportunities for staff.*
- *Investment in literacy resources that promote FNMI perspectives for all school libraries.*
- *Continued offering of the Blackfoot language at two of our schools.*
- *Continued engagement of First Nations and Metis partners through participation in the Blackfoot conference, involvement and support of Metis National Council early learning initiatives, and shared professional development and learning opportunities*

Outcome Three: Alberta's education system is inclusive

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
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.	92.2	93.5	92.1	91.2	91.6	92.0	Very High	Maintained	Excellent	92.5	93.0	93.5

Comment on Results

We are very proud of the continued high results in this performance measure. We attribute the success in this area to our staff who continue to build upon a safe and caring atmosphere in our schools. Programs such as 'Leader in Me' from 'Seven Habits of Highly Effective People', two student leadership conferences, one for grades 4-6 and the other for grades 7-12, and the sharing of cultural activities such as our Arabic Language Conference and first language development in Blackfoot, Arabic and Low German. Our international student program, including student exchanges, enhances cultural understanding and creates cross-cultural opportunities for our students. We also have piloted 'Self-Regulation' in some of our schools and will be adding more schools for the 2017-2018 school year.

Strategies

- *Continue to use the "Our School Survey" to clearly understand the needs in the schools.*
- *The Palliser behavior specialist works with staff and families to support students with difficulties.*
- *Five schools participated in professional development on self-regulation and commenced self-regulation initiatives in their respective schools.*
- *Self-Regulation professional development support by Palliser Self-Regulation lead through multiple lunch and learns.*
- *Maintained a quasi-police presence in our Coaldale schools in a collaborative effort with the town of Coaldale-Bylaw officer.*
- *Learning Support Teachers meet regularly to receive support as coordinated by Inclusive Education Director of Learning.*
- *Staff VTRA and SIVA training*
- *Mental Health First Aid Training*
- *Continued involvement in South West, Bow River and Calgary and Area Regional Collaborative Service Delivery.*
- *Collaborative Intervention Model in 9 of our Elementary Schools to support complex needs students.*
- *Increased Psychologist, consultation contract to support schools directly in services.*
- *Increase FSLW FTE through the addition of our Muslim Schools in Calgary.*
- *Coordinating Principal supports Palliser Early Learning Programs as well as services for all PUF students.*
- *Research in self-regulation through the University of Calgary and Trent University*
- *Increased collaborative practice at every elementary and is being introduced in middle and high schools*

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- *Increased capacity for Learning Support Teachers and Family School Liaison Counselors.*
 - *A comprehensive Health Champion Network was established with one designated member per school.*
 - *Committed an entire collaboration day to staff wellness.*

Outcome Four: Alberta has excellent teachers, and school and school authority leaders

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
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.	83.0	83.3	82.0	79.8	79.9	81.5	High	Declined	Acceptable	82.0	82.5	83.0

Comment on Results

The Board of Trustees committed \$215,000 toward two full-time equivalent teaching positions to be distributed among schools with declining enrolment, as a one-year bridge funding in hopes the enrolment trend can be reversed. The Board is challenging the smaller schools to be innovative in their programming in order to strengthen not only the school, but the community. The long-term challenge is to find a way to sustain service levels should enrolment continue to decline in some communities and without an increase in funding to address inflationary pressures.

Palliser continues to support small schools through the hiring of itinerant teachers to provide band, art, and CTS courses.

Strategies

- *Ensure that the CTS trailer is made available on a rotating basis.*
- *As the budget allows, hire more itinerant teachers to travel to small schools to teach band, art, and CTS classes.*
- *High School Redesign-all high schools are functioning under the high school redesign.*
- *Encourage experiential learning at schools to encourage student participation.*
- *Itinerant teachers to expand art and music programs in smaller schools*

Outcome Five: Alberta's education system is well governed and managed

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	85.4	85.9	84.5	80.8	83.1	83.5	Very High	Maintained	Excellent	84.0	84.5	85.0
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	87.1	87.4	87.5	85.1	86.0	86.5	Very High	Maintained	Excellent	87.0	87.5	88.0
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	92.6	93.7	92.5	90.5	91.5	92.0	Very High	Declined	Good	92.5	93.0	93.5

Comment on Results

Palliser continues to have a systematic review process involving all stakeholders on how schools are doing. Despite unrest in the Division last year, stakeholders remain confident that the schools are focused on what's best for the students.

Strategies

- *Increase stability within the division with a new superintendent and a newly elected Board of Trustees in place.*
- *School Review process. Reviewed 4 schools. 160 parents participated in the Parent Focus Group discussions.*
- *Continue to monitor student achievement by using multiple data points that indicate how the students are doing. (eg. F&P assessment results, accountability pillar results, survey techniques, exit interviews with international students, counselling statistics.*
- *Councils of School Council conversation occurred simultaneously in Calgary, Vulcan and County of Lethbridge.*
- *Board of Trustees and Central Services Administration respond to the various needs of community stakeholders: meetings with Town of Coaldale, Alternate Program Societies in Calgary, and parent councils throughout the system.*
- *Trustees maintain a positive relationship with all 17 Hutterian Colonies. Attend the annual general meeting in January.*

Summary of Financial Results

Key financial information as at Aug. 31, 2017:

- Annual operating deficit — \$368,524
- Palliser decreased its capital reserve by \$93,038, primarily tied to the purchase of software and equipment.
- Drew on operating reserves — \$303,963 for school resources.

Palliser has an accumulated surplus of \$9.7 million. Of that, \$5.5 million is investment in capital assets, including Palliser's school buses, vehicles and Central Office building. Another \$406,000 is school surpluses from board-allocated funds, to be used for school purchases. About \$3.2 million is set aside for a fiscal stability reserve to cushion the division from changes to enrolment or other contingencies. The contingency fund would cover about nine operating days for the division. In addition, there are approximately \$400,000 in unrestricted funds.

Total Revenues 2016-17 \$94,167,768

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|-------------------------------|--------------|--------|
| ● Provincial Government | \$87,952,298 | 93.40% |
| ● Federal Government | \$447,924 | 0.48% |
| ● Organizations & Individuals | \$3,209,146 | 3.41% |
| ● School-Generated Funds | \$2,558,400 | 2.72% |

Total Expenditures by Department 2016-17 \$94,536,292

- | | | |
|-------------------------------|--------------|--------|
| ● Instruction - 1-12 | \$68,607,870 | 72.57% |
| ● Instruction - ECS | \$4,731,769 | 5.01% |
| ● System-Based Administration | \$3,472,916 | 3.67% |
| ● Maintenance | \$10,292,740 | 10.89% |
| ● Transportation | \$4,017,838 | 4.25% |
| ● School-Generated Funds | \$2,541,368 | 2.69% |
| ● External Services | \$871,791 | 0.92% |

Expenditures by Object 2016-17 \$94,536,292

- | | | |
|---------------------------------|--------------|--------|
| ● Salaries & Benefits | \$75,435,429 | 79.80% |
| ● Services & Supplies | \$14,323,878 | 15.15% |
| ● School-Generated Funds | \$2,541,368 | 2.69% |
| ● All Depreciation and Interest | \$2,235,617 | 2.36% |

For a copy of Palliser's Audited Financial Statement for the 2016-2017 school year, please visit the Trustees section of the Palliser website, under Planning and Reporting at

<http://www.pallisersd.ab.ca/board-of-trustees/planning-and-reporting>

Paper copies are available by contacting Central Office at 403-328-4111 or toll-free at 1-877-667-1234.

Audited financial statements for all jurisdictions are posted on Alberta Education's website at <https://education.alberta.ca/financial-statements/school-jurisdictions/>

School Generated Funds

For information on school generated funds and their use please contact Secretary-Treasurer Dexter Durfey at <mailto:dexter.durfey@pallisersd.ab.ca>

Budget Summary

A needs-based budgeting approach was used for all departments and schools. Under this budget approach, needs are identified and funded from the total revenue received at the division level.

Budget Assumptions:

Salaries have been increased to reflect grid increments earned by staff.

Benefit rates have been kept the same as in 2016-2017.

Average teacher salary cost is \$106,000, including benefits.

Budgeted Revenues 2017-18 \$95,450,881

- Provincial Government \$90,051,699 94.34%
- Organizations & Individuals \$4,213,221 4.41%
- External Services \$745,961 0.78%
- Federal Government \$440,000 0.46%

The budget summary is available on Palliser's website in the Trustees, Planning and Reporting Section at <http://www.pallisersd.ab.ca/board-of-trustees/planning-and-reporting>

For a paper copy, please call Palliser's Central Office at 403-328-4111 or toll-free at 1-877-667-1234.

Capital and Facilities Projects

Palliser completed \$1.77 million of work in Palliser owned buildings using Infrastructure Maintenance and Renewal funding. Major projects included the gym roof replacement at Barons School, the bus loop at Coalhurst Elementary School and the mini modernization at John Davidson School.

Palliser's capital plan consists of four projects for modernization or addition. In priority order they are:

1. Huntsville School Replacement.
2. Barons School Mini Modernization
3. Kate Andrews High School Modernization
4. Coalhurst High School Modernization

Summary of Facility and Capital Plans

For a summary of [Palliser's Three-Year Capital Plan](#) for the 2017-2018 school year to 2019-2020 school year, please visit the Facilities Services section of the Palliser website at <http://www.pallisersd.ab.ca/services/facility-services>. For a paper copy, please call Palliser's Central Office at 403-328-4111 or toll-free at 1-877-667-1234.

Parental Involvement

Palliser Regional Schools encourages parental and community involvement in all schools. Consultation with parents/guardians through school councils is ingrained in Palliser Administrative Procedures, including [Administrative Procedure 102](#) Three Year School Education Plan which states school plans and results must be prepared by the principal in collaboration with staff, school council, and where appropriate, students.

Palliser trustees are committed to working with school councils, and they regularly attend school council meetings across the division.

Parents/guardians are a key stakeholder group that is consulted in depth during school reviews. In 2016-2017, 4 school reviews were conducted. As part of those reviews, parents/ guardians attended focus group sessions where they could talk face-to-face with someone from Central Office administration about their school. In addition, all parents/guardians are invited to provide feedback through online surveys.

Palliser continues to use its website and social media to engage stakeholders as well. The public can connect with Palliser on Twitter ([@PalliserSchools](#)) and Facebook (<https://www.facebook.com/PalliserRegionalSchools>). Palliser's website allows the public to comment on news stories, as another way to connect and offer feedback. Palliser also invites the public to subscribe to a weekly email newsletter offering links to new content on the division website and online information from other groups, including Alberta Education. To subscribe, please visit our homepage at www.pallisersd.ab.ca.

Timelines and Communication

Palliser Regional Schools encourages our families and community partners to maintain an active interest in the operation of Palliser and our schools, whether through participation in school council or other methods. Palliser information is shared publicly through our website, including Board of Trustee agendas, minutes and highlights packages. As well, dozens of stories and photos about happenings in the division and our schools are regularly posted in the “News” section of our homepage at www.pallisersd.ab.ca.

The Board of Trustees holds regular meetings monthly, except for July. These meetings are open to the public. Meetings are held at Palliser Education Centre in Lethbridge.

This Annual Education Results Report and Three-Year Education Plan is posted on Palliser’s website and can be downloaded as a PDF. Previous year’s reports and plans are also posted online and can be accessed by visiting the About Us → Documents section of our website. Paper copies are available by calling Central Office.

Palliser Central Office is located in Lethbridge at #101 3305 18 Avenue North. The office is open from 8:15 a.m. to 4:30 p.m. Monday to Friday. Should you have questions, please call the office at 403-328-4111 or toll-free at 1-877-667-1234.

Whistleblower Protection

In keeping with Alberta’s Public Interest Disclosure (Whistleblower Protection) Act and Palliser’s [Administrative Procedure 407](#), Public Interest Disclosure Act (Whistleblower Protection), the Associate Superintendent Human Resources is the division’s designated officer. In 2015-2016, he received no disclosures of wrongdoing and, therefore, he commenced no investigations.

Palliser’s administrative procedure can be found online using the hyperlink above or by visiting <http://www.pallisersd.ab.ca/about-us/procedures/796>.

Class Size Report 2017-2018 – Core Subjects

Jurisdiction Summary

CORE SUBJECTS ONLY

Palliser Regional Division No. 26 [A.2255]

Jurisdiction:

Number of Schools Reported:

29

Total Number of Schools:

28

	K to 3			4 to 6			7 to 9			10 to 12		
	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18
Arrowwood Community School	25.0	16.0	22.0	23.0	23.3	24.0	26.0	19.0	22.0			
Barons School	15.4	16.2	16.8	18.7	25.0	10.8						
Brant Christian School	9.0	11.5	17.0	17.0	20.5	19.5	16.0	17.7	19.3	2.5	32.0	10.0
Calgary Christian High School							22.9	24.3	21.4	21.9	21.1	20.3
Calgary Christian School	21.5	20.5	21.1	21.4	24.0	23.1						
Calgary Islamic School, Akram Jomaa Campus			21.6			23.9			21.9			20.8
Calgary Islamic School, Omar Bin Al-Khattab Campus	20.2	21.3	20.6	20.8	20.1	20.4	15.5	15.3	19.9			
Champion School	15.0	12.9	15.0	18.2	19.5	18.0	22.0	12.0	18.9			
Coalhurst Elementary School	17.6	20.4	18.3	22.6	20.2	23.7						
Coalhurst High School							26.4	20.7	24.5	17.4	21.4	23.4
County Central High School							20.4	18.6	22.3	22.1	21.0	21.6
Dorothy Dalgliesh School	16.7	17.5	18.0	21.0	18.9	18.9						
Heritage Christian Academy	20.7	19.1	17.9	24.8	23.5	22.5	24.9	25.8	25.3	21.5	19.3	19.1
Horizon Elementary School			7.4			7.0						
Huntsville School	17.2	19.7	19.4	19.0	25.0	27.0	29.0	21.0	22.5			
Jennie Emery Elementary School	18.8	19.9	19.0	25.0	25.5	23.8						
John Davidson School Program	18.5	20.0	17.1	17.5	22.0	18.0	19.0	25.0	8.3			
Kate Andrews High School							27.2	17.4	25.6	22.1	21.4	16.7
Master's Academy	21.7	21.7	22.2	22.8	22.8	22.1						
Master's College							21.0	21.1	19.5	15.8	14.1	17.8
Menno Simons Christian School	19.0	19.8	18.4	22.7	22.3	22.7	23.0	22.7	22.1			
Milo Community School	15.0	17.0	17.0	13.0	17.0	17.0	21.0	20.0	12.0			
Noble Central School	22.0	16.3	19.8	19.0	20.5	16.3	18.3	16.0	18.6	12.5	19.0	19.0
Picture Butte High School							22.8	25.5	24.5	17.6	16.3	12.6
R. I. Baker Middle School				22.4	24.0	21.6	24.0	25.4	24.8			
Sunnyside School	19.1	18.5	16.2	24.5	18.0	23.0						
Trinity Christian School	21.8	21.1	19.1	21.6	22.0	21.6	20.7	19.5	20.3			
Vulcan Prairieview Elementary School	17.8	16.2	15.2	19.8	22.0	23.0						
Total for Jurisdiction 2255	19.4	19.5	18.8	21.5	22.0	21.0	22.4	21.0	21.4	19.1	19.5	18.4

Note: 3/4 combined classes are included in the Gr. 4 to 6 average
6/7 combined classes are included in the Gr. 7 to 9 average
9/10 combined classes are included in the Gr. 10 to 12 average
Special Education classes are included
Team taught classes are reflected as an instructional PTR size (i.e., a class of 50 with two teachers would be reported as two classes of 25).
Colony/Hutterite schools have been excluded
Outreach/alternative schools have been excluded
Virtual/Home Ed/Distance Ed programs have been excluded
Core Classes: Math, Language Arts, Sciences, Social Studies, Special Education

Class Size 2017-2018 – All Subjects

Jurisdiction Summary

ALL SUBJECTS

Jurisdiction: Palliser Regional Division No. 26 [A.2255]
 Number of Schools Reported: 29
 Total Number of Schools: 28

	K to 3			4 to 6			7 to 9			10 to 12		
	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18	2015/16	2016/17	2017/18
Arrowwood Community School	25.0	16.0	24.5	22.6	24.1	26.0	26.0	19.5	22.0			
Barons School	15.4	16.2	16.5	18.7	25.0	10.8						
Brant Christian School	9.2	12.1	17.0	16.2	20.2	19.1	13.2	18.8	18.5	10.1	21.9	17.7
Calgary Christian High School							21.7	23.1	21.4	17.9	16.9	18.3
Calgary Christian School	21.5	20.6	21.1	21.4	24.0	23.0						
Calgary Islamic School, Akram Jomaa Campus			21.6			23.9			21.5	0.0		16.6
Calgary Islamic School, Omar Bin Al-Khattab Campus	20.5	21.3	20.3	21.7	20.2	21.1	15.5	15.5	20.3			
Champion School	15.0	14.4	15.0	19.6	20.6	18.0	19.3	17.0	19.4			
Coalhurst Elementary School	17.6	20.5	18.3	22.6	20.1	23.7						
Coalhurst High School							23.9	20.3	23.0	16.7	17.9	20.5
County Central High School							20.4	19.2	21.3	21.3	18.5	17.3
Dorothy Dalgliesh School	18.8	19.0	18.0	23.2	20.3	21.8						
Heritage Christian Academy	20.9	21.5	20.2	24.8	24.6	24.0	24.4	23.0	23.4	21.4	18.7	20.6
Horizon Elementary School			7.2			7.0						
Huntsville School	18.3	19.7	20.9	18.7	25.0	27.0	29.0	20.7	22.6			
Jennie Emery Elementary School	18.8	19.9	19.1	25.0	25.5	23.6						
John Davidson School Program	18.6	20.0	17.0	17.5	22.0	18.0	19.0	25.0	8.3			
Kate Andrews High School							24.0	18.8	21.2	21.1	20.3	12.1
Master's Academy	21.7	21.7	22.0	22.7	22.8	22.1						
Master's College							21.1	18.3	18.7	15.5	16.3	18.4
Menno Simons Christian School	19.1	20.9	18.4	22.7	23.0	22.7	23.1	21.1	21.9			
Milo Community School	15.0	15.8	17.0	13.0	19.5	17.0	21.0	22.5	12.0			
Noble Central School	22.0	17.3	19.8	19.0	21.9	16.3	18.3	18.0	17.7	15.3	19.8	17.4
Picture Butte High School							22.5	22.6	22.0	19.1	16.8	12.4
R. I. Baker Middle School				22.4	19.9	21.0	24.0	21.4	22.0			
Sunnyside School	19.6	18.7	16.2	25.5	18.0	23.0						
Trinity Christian School	21.7	21.1	19.6	21.7	21.9	21.6	19.2	18.1	21.0			
Vulcan Prairieview Elementary School	18.3	16.3	15.6	19.5	22.5	23.3						
Total for Jurisdiction 2255	19.6	19.9	19.0	21.6	22.0	21.4	21.7	20.3	20.6	19.0	18.6	15.9

Note: 3/4 combined classes are included in the Gr. 4 to 6 average
 6/7 combined classes are included in the Gr. 7 to 9 average
 9/10 combined classes are included in the Gr. 10 to 12 average
 Special Education classes are included
 Team taught classes are reflected as an instructional PTR size (i.e., a class of 50 with two teachers would be reported as two classes of 25).
 Colony/Hutterite schools have been excluded
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 Core Classes: Math, Language Arts, Sciences, Social Studies, Special Education