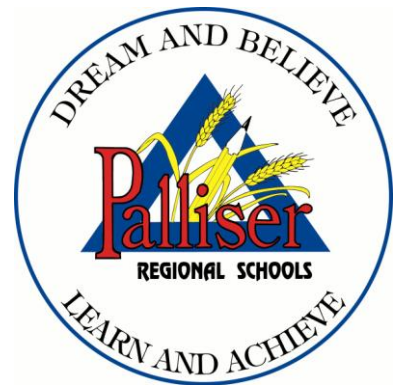# Annual Education Results Report

2008-2009

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

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Message from the Board Chair Don Zech

The annual education results report for Palliser Regional Schools the 2008-2009 school year was prepared under the direction of the board in accordance with the responsibilities under the School Act and the Government Accountability Act. The board is committed to using the results in this report, to the best of our abilities, to improve the outcomes for students in our jurisdiction. We will use the results to develop sound strategies for our three-year education plan to ensure that all our students can acquire the knowledge, skills and attitudes they need to be self-reliant, responsible, caring and contributing members of society.
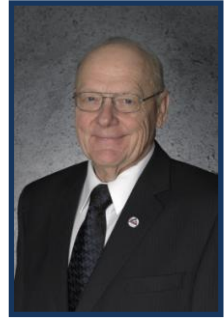
This results report, our three-year plan and other tools help us remain vigilant and focused on the ultimate goal that is best summed up in our mission statement: "Together we will ensure learning success for all students to develop their unique potential as caring citizens in a changing world."

In 2008-09, Palliser Regional Schools delivered on that promise, striving for excellence and success with all students of all abilities. The efforts of our administrators, professional and support staff, with support from our parents and communities, resulted in Palliser having the best results in the province in the Minister's Education Leadership Recognition Awards, with achievement awards in 10 areas and significant improvement noted in 11 more.

In addition to academic results, Palliser was able in 2008-09 to expand valuable options to our rural students, through the introduction of mobile CTS trailers to be shared a number of our schools, unveiling of a sports performance course at Kate Andrews High School in Coaldale and creation of a band program under the leadership of an itinerant music teacher who travels the district.

Many of Palliser's schools may be small, but they are mighty in the choices they can offer and the solid academic foundation they can provide our students.

We are deeply proud of the work of Palliser's students, the accomplishments of our staff and the dedication of our administrators.

We are pleased to share the highlights of the 2008-2009 school year in this report and we welcome this opportunity to take stock of the achievements of one year as we prepare for the next.

Don Zech, Board Chairperson

Message from the Superintendent of Schools Kevin Gietz

As you'll discover in this Annual Education Results Report, 2008-2009 was another highly successful year for our students.

It was also a year of considerable change for our organization. The year marked the beginning of a new relationship between Palliser and three alternative Christian schools in Calgary: Glenmore Christian Academy; Calgary Christian and Master's Academy and College, bringing hundreds of students to the public education fold. The senior administrative team changed as well, with the spring arrival of Terry Kirkham, Palliser's Secretary-Treasurer.
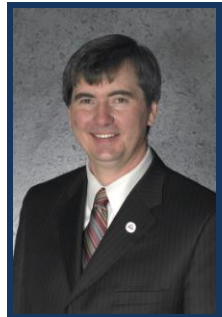
Aside from adjusting to growth, Palliser had the enviable challenge of finding ways to sustain the kind of extraordinary success we've enjoyed in our Accountability Pillar results and other measures.

With solid leadership at the district level and in our schools, I'm confident we can continue to build on our successes.

I congratulate our staff for their ongoing efforts to grow professionally to deliver the best education possible to our students, and I commend our students for their academic, athletic and extra-curricular achievements that will serve them well as citizens in a rapidly changing world.

What will not change is Palliser's focus on doing right by our students. With our board, leadership team and staff focused on making the best decisions for our students, I know our district is on the right course.

Kevin Gietz, Superintendent of Schools

MISSION

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 Division No. 26 school system 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.

LEARN MORE ABOUT PALLISER

Copies of Palliser's Annual Education Results Report, it's Three-Year Education Plan, audited financial statements and other documents are made available to the public in the "Documents" section of our website, www.pallisersd.ab.ca, or by contact Central Office by calling 403-328-4111 or 1-877-667-1234.

VISION

Vision Preamble

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.

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.

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:

1. Make curriculum and instruction decisions guided by specific, clearly stated and challenging outcomes for each grade level and subject.
2. 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.
3. Provide an assessment system that monitors academic progress of individual students and produces timely feedback to enhance learning.
4. Employ instructional strategies that recognize individual learning styles and that are inherently engaging.
5. 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:

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

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:

1. Establish a program that teaches self-discipline and responsibility supporting a safe and orderly environment.
2. Commit to providing an emotionally and physically safe and supportive environment.
3. Celebrate the successes of all members of the school community.
4. Engage in proactive measures to reduce the predictable behaviour, or the physical characteristics that might diminish the safety and security of the working and learning environment.
5. Observe division policies that establish fundamental rules and procedures for general behaviour along with fair, consistent and appropriate consequences.

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:

1. Collaborate to set and achieve high standards of student learning and achievement.
2. Model caring and respectful behaviours.
3. Engage in continuous professional learning and improvement and are recognized by students, parents and the community as models of continuous learners.

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:

1. 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.
2. Develop a dialogue of communication focused on student learning and achievement.

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 behaviour of its students. Success will be measured by students who:

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

JURISDICTION PROFILE

Palliser Regional Division No. 26 is primarily a rural school jurisdiction in southern Alberta. While the geographical area served stretches from just south of Lethbridge to the Bow River south of Calgary, we now have five alternative programs located in the City of Calgary. The division has six elected representatives from two wards, with Ward 1 covering the County of Lethbridge with four trustees, and Ward 2 covering Vulcan County with two trustees. Palliser Centre is in Lethbridge, providing central administration, transportation and maintenance services. A satellite maintenance shop is located at Vulcan. In keeping with the jurisdiction's strong belief in the value of education partnerships, Palliser Centre also provides lease space to Alberta Distance Learning, Chinook Regional Career Transitions for Youth, Southwest Alberta Child and Family Services, and Regional Education Assessment and Consultation Team (REACH), as well as other private business organizations.

The division offers full public education services for preschool through Grade 12 in 13 communities utilizing 26 school sites, including six alternative Christian schools, three outreach schools and two Low German Mennonite alternative program sites. In addition, there are 15 Hutterian colony schools. There are about 6,300 children attending Palliser schools and programs.

Community	School	Grades Served
Arrowwood	Arrowwood School	1-9
Barons	Barons School (LGM Alternative)	P-9
Brant	Brant Christian School	K-12
Calgary	Calgary Christian School	K-12
	Glenmore Christian Academy	K-9
	Heritage Christian Academy	K-12
	Master's Academy & College	K-12
	Menno Simons Christian School	K-9
Champion	Champion Community School	1-9
Coaldale	Jennie Emery Elementary School	P-4
	John Davidson School (LGM Alternative)	P-9
	Kate Andrews High School	9-12
	PASS+ Outreach School	9-12
	R.I. Baker Middle School	5-8
Coalhurst	Coalhurst Elementary School	P-6
	Coalhurst High School	7-12
Iron Springs	Huntsville School	P-9
Milo	Milo Community School	1-11
Nobleford	Noble Central School	P-12
Picture Butte	Dorothy Dalgliesh School	P-6
	Picture Butte High School	7-12
	Picture Butte Outreach School	9-12
Sunnyside	Sunnyside School	P-6
Vulcan	County Central High School	7-12
	Vulcan Outreach School	10-12
	Vulcan Prairieview Elementary School	P-6
Colony Schools	15 Sites	K-9
Home Schooling		1-12

October 2009 Accountability Pillar Overall Summary

Goal	Measure Category	Measure Category Evaluation	Measure	Palliser Regional Div No. 26			Alberta			Measure Evaluation		
				Current Result	Prev Year Result	Prev 3 yr Average	Current Result	Prev Year Result	Prev 3 Yr Average	Achievement	Improvement	Overall
Goal 1: High Quality Learning Opportunities for All	Safe and Caring Schools	Excellent	Safe and Caring	91.6	89.8	87.4	86.9	85.1	84.6	Very High	Improved Significantly	Excellent
	Student Learning Opportunities	Good	Program of Studies	80.2	74.1	71.3	80.3	79.4	78.7	High	Improved Significantly	Good
			Education Quality	91.9	91.0	88.5	89.3	88.2	87.8	Very High	Improved Significantly	Excellent
			Drop Out Rate	4.4	3.6	3.2	4.8	5.0	4.9	Intermediate	Declined	Issue
			High School Completion Rate (3 yr)	79.4	81.9	79.6	70.7	71.0	70.6	High	Maintained	Good
Goal 2: Excellence in Learner Outcomes	Student Learning Achievement (Grades K-9)	Excellent	PAT: Acceptable	86.8	80.7	78.7	76.8	75.3	75.6	Very High	Improved Significantly	Excellent
			PAT: Excellence	25.3	18.0	17.6	19.2	18.3	18.3	Very High	Improved Significantly	Excellent
	Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	87.5	91.7	90.1	84.4	84.4	84.5	Intermediate	Declined	Issue
			Diploma: Excellence	22.7	28.1	22.8	19.1	19.4	20.3	Very High	Maintained	Excellent
			Diploma Exam Participation Rate (4+ Exams)	52.7	55.0	56.1	53.3	53.6	53.6	Intermediate	Maintained	Acceptable
			Rutherford Scholarship Eligibility Rate (Revised)	62.6	60.4	59.9	57.3	56.8	55.8	High	n/a	n/a
	Preparation for Lifelong Learning, World of Work, Citizenship	Excellent	Transition Rate (6 yr)	65.5	61.1	60.6	60.7	60.3	59.1	Very High	Improved	Excellent
			Work Preparation	84.3	84.7	79.0	79.6	80.1	78.1	High	Improved Significantly	Good
			Citizenship	86.4	83.0	79.5	80.3	77.9	77.1	Very High	Improved Significantly	Excellent
Goal 4: Highly Responsive and Responsible Jurisdiction (Ministry)	Parental Involvement	Excellent	Parental Involvement	86.7	82.6	79.4	80.1	78.2	77.9	Very High	Improved Significantly	Excellent
	Continuous Improvement	Excellent	School Improvement	82.2	79.5	76.2	79.4	77.0	76.7	Very High	Improved Significantly	Excellent

Notes:
1) Student Learning Achievement: PAT Values reported are weighted averages of PAT Acceptable and PAT Excellence results. Courses included: ELA (Grades 3, 6, 9), Math (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9).
2) Student Learning Achievement: Diploma Exam Values reported are averages of Diploma Acceptable and Diploma Excellence results, weighted by the number of students writing each course.
3) Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
4) Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

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 - 56.75	56.75 - 62.66	62.66 - 73.87	73.87 - 81.47	81.47 - 100.00
PAT: Acceptable	0.00 - 64.45	64.45 - 74.98	74.98 - 82.24	82.24 - 86.22	86.22 - 100.00
PAT: Excellence	0.00 - 10.79	10.79 - 13.17	13.17 - 18.73	18.73 - 23.97	23.97 - 100.00
Diploma: Acceptable	0.00 - 73.09	73.09 - 82.54	82.54 - 87.99	87.99 - 91.53	91.53 - 100.00
Diploma: Excellence	0.00 - 8.94	8.94 - 15.20	15.20 - 20.43	20.43 - 22.59	22.59 - 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
Rutherford Scholarship Eligibility Rate (Revised)	0.00 - 43.18	43.18 - 49.83	49.83 - 59.41	59.41 - 70.55	70.55 - 100.00
Transition Rate (6 yr)	0.00 - 41.60	41.60 - 47.36	47.36 - 57.37	57.37 - 63.73	63.73 - 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 "Low" value, and "less than" the "High" value. For the Very High category, values range from greater than the "Low" 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 "Low" value and "less than or equal to" the "High" value. For the Very High category, values range from 0% to less than or equal to the "High" 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).

Goal One: High Quality Learning Opportunities for All

Outcome: Schools provide a safe and caring environment.

Performance Measure			Results (in percentages)					Target**
			2005	2006	2007	2008	2009	2009
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.	Overall (required)	Authority	84.9	86.3	86.0	89.8	91.6	if set
		Province	83.1	84.4	84.2	85.1	86.9	
	Teacher (optional)	Authority	93.9	94.2	93.7	96.9	96.0	
		Province	92.3	92.8	92.6	93.1	93.8	
	Parent (optional)	Authority	81.8	83.5	85.2	88.6	92.0	
		Province	79.9	82.1	81.7	83.2	85.3	
	Student (optional)	Authority	79.0	81.1	79.2	83.8	86.7	
		Province	77.2	78.4	78.5	79.1	81.7	

Comment on Results

Two stakeholder meetings of trustees and school administrators were hosted to share strategies being implemented to ensure students experience little or no incidents of bullying and to highlight and promote character development and citizenship initiatives. The committee heard a presentation on the impact of family violence on students and their learning, including signs to watch for in students. Best practices shared included a Grade 6 leadership program at Dorothy Dalgliesh Elementary and the five Teens Helping Teens Peer Mentorship programs serving high-risk youth in our rural communities.

The Fourth R curriculum targeting respectful relationship building was implemented at the Grade 9 level.

Our technology department continued to provide Internet and Web safety training for parents, teachers and students.

Teachers were encouraged to strengthen relationships with families using a variety of communication strategies as provided in their school communication plan.

The Family School Liaison Program was expanded into our Calgary schools with 3.0 FTE professional counselors. With a compliment now of 10.5 FSLC, a counselling supervisor was added in April to provide clinical supervision with a goal of strengthening and standardizing supports and services offered.

Administrators continue to partner with law enforcement and our counseling team to implement our threat assessment protocol as needed. The goal is to ensure at-risk student behavior is addressed

Graph of Overall Authority Results (optional)
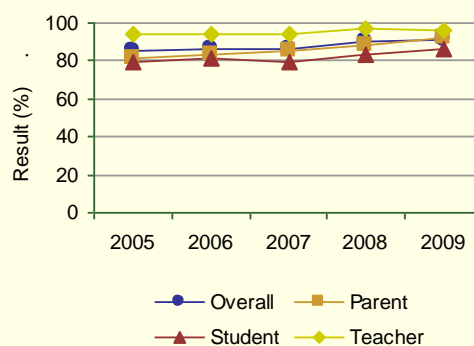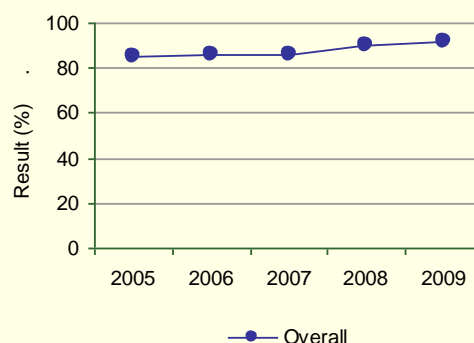
Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

with appropriate interventions.

All schools were encouraged to host school-based consultation team meetings to be proactive in addressing emerging student issues and needs. The Director of Student Services participated in a minimum of one meeting per hosting school to build relationships and become familiar with student concerns first hand.

Through a partnership sponsored by the Chinook Country Student Health, Palliser implemented a plan to build capacity by providing behavior support through a key contact at each school, usually the learning support teacher. This key contact benefited from additional training in the form of workshops and participation in videoconferencing consults.

Our division continued to partner with the Lethbridge Regional Police Service to offer the School Resource Officer program in our schools in Coaldale.

Outcome: The education system meets the needs of all K – 12 students, society and the economy.

Performance Measure			Results (in percentages)					Target
			2005	2006	2007	2008	2009	2009
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.	Overall (required)	Authority	67.6	70.4	69.5	74.1	80.2	if set
		Province	76.7	78.1	78.5	79.4	80.3	
	Teacher (optional)	Authority	72.1	75.4	72.9	80.0	85.5	
		Province	83.6	85.2	85.7	86.4	86.8	
	Parent (optional)	Authority	66.1	68.6	71.7	74.4	80.3	
		Province	75.0	76.6	76.9	77.6	78.7	
	Student (optional)	Authority	64.7	67.2	63.8	68.1	74.9	
		Province	71.5	72.6	72.9	74.1	75.3	

Comment on Results

Our two mobile CTS facilities have been broadening opportunities for students in Arrowwood, Brant, Champion, Coalhurst, Nobleford and Vulcan.

Fine arts program options, including band, are now available in our small rural communities through an itinerant teacher or busing.

A locally developed sports performance course was successfully offered to Kate Andrews High School students in Coaldale.

Our career and academic counsellor pilot project was expanded from one to four full-time non-certificated staff members serving Grades 9-12 students throughout our jurisdiction.

Throughout the year, administrators were involved in discussions to expand program opportunities through videoconferencing. VC course delivery opportunities were identified for the 2009-2010 school year.

Knowledge and employability courses expanded opportunities for a broader range of students Grades 8-12. Teachers attended the CTS K&E conference to strengthen their understanding of these course options.

Graph of Overall Authority Results (optional)

Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Outcome: *The education system meets the needs of all K – 12 students, society and the economy.* (continued)

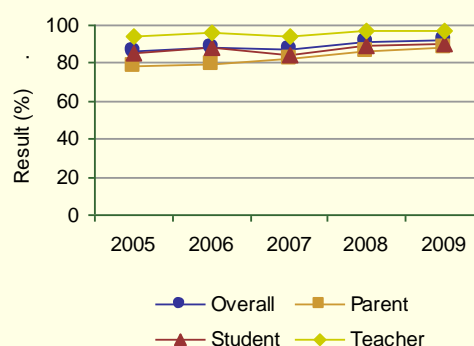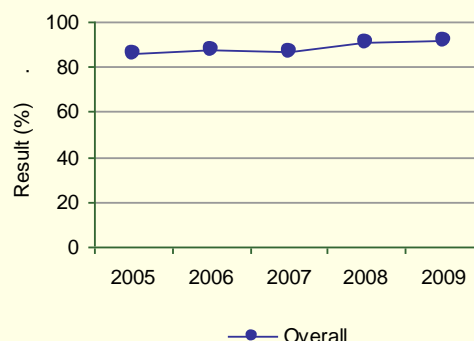| Performance Measure			Results (in percentages)					Target
			2005	2006	2007	2008	2009	2009
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	Overall (required)	Authority	85.9	87.9	86.8	91.0	91.9	if set
		Province	86.1	87.7	87.6	88.2	89.3	
	Teacher (optional)	Authority	93.9	96.0	94.1	97.2	97.0	
		Province	93.9	94.8	94.7	94.9	95.3	
	Parent (optional)	Authority	78.3	79.7	82.0	86.2	88.4	
		Province	78.9	81.6	81.8	83.0	84.4	
	Student (optional)	Authority	85.6	87.9	84.4	89.5	90.3	
		Province	85.6	86.6	86.4	86.6	88.3	

Comment on Results

As a continuation to last year's successful collaboration days, teachers participated in professional learning groups focused on curriculum areas of the program of studies. These scheduled opportunities reinforced shared best practices and supported improved relationships for and about learning with students and parents.

All support staff groups were provided the opportunity through collaboration and professional development to contribute to meeting the needs of Palliser students. Librarians benefited from a presentation on Social Studies through literature picture books available for K-Grade 5. Secretaries benefited from PD focused on school office management procedures and record keeping while bus drivers benefited from training on how to prevent behavioral issues, strategies for handling and de-escalating behavioral issues, and threat assessments.

The Partnership Approach to Student Success Committee completed drafting administrative procedures on Communicating Student Achievement, Grading for Learning, and finalizing a report card template.

Graph of Overall Authority Results (optional)

Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Outcome: The education system meets the needs of all K – 12 students, society and the economy. (continued)

| Performance Measure			Results (in percentages)					Target
			2005	2006	2007	2008	2009	2009
Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.	Overall (required)	Authority	71.0	69.3	69.8	71.3	72.0	if set
		Province	67.2	68.5	68.2	69.2	70.3	
	Teacher (optional)	Authority	78.3	76.1	75.4	79.0	77.9	
		Province	70.0	71.5	72.0	73.4	74.5	
	Parent (optional)	Authority	56.0	52.4	56.5	57.1	61.7	
		Province	54.9	56.9	55.9	56.5	58.1	
	Student (optional)	Authority	78.6	79.4	77.5	77.7	76.3	
		Province	76.7	77.1	76.8	77.7	78.4	

Comment on Results

Special education reviews, an expectation identified in our Special Education Programming Standards Review Action Plan, were again completed as one component of the school review process at our Calgary schools.

An inclusive education advisory board including students, parents and teachers was established. At regular meetings this group developed their own knowledge about social behaviors that challenge students with disabilities. Workshops were presented to other students which simulated various disabilities, and a template was shared for a book to be written by students in classes describing their own strengths and areas to develop, recognizing that we all have needs.

Palliser continues to participate in three student health partnerships. Recognizing the impact of the Calgary expansion, our goal was to discuss current service delivery levels and providers to achieve consensus on an equitable service delivery model to meet the needs of students in the Calgary schools.

A survey of 29 parents/guardians involved in the Chinook Student Health Partnership found very high satisfaction ratings for the services provided. (A survey was also conducted of Westview SHP, but the survey was completed by only two parents.) In Chinook SHP, 87 per cent of parents/guardians said they were included in the development of the plan for their child; 90 per cent said the referral process was easy; 86 per cent agreed health service was provided within a reasonable time; 79 per cent said the health service their child needs is available; 79 per cent said the health service improved their child's ability to be successful in school; 79 per cent

Graph of Overall Authority Results (optional)
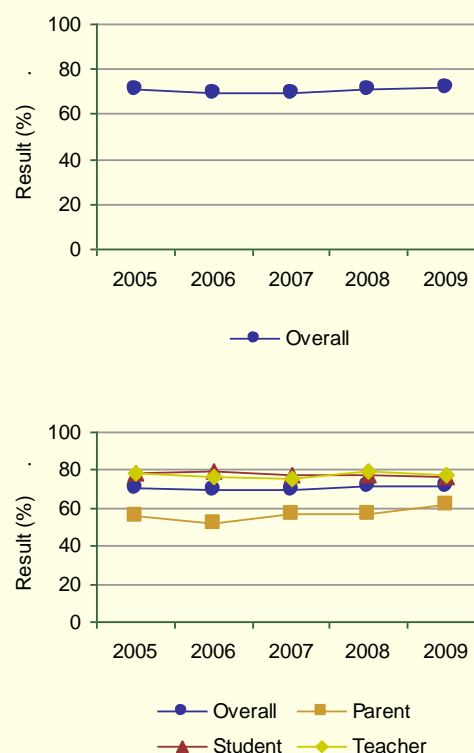
Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

expressed overall satisfaction with the service; and 70 per cent said the various services were well co-ordinated.

Contracted educational psychology services were expanded to include the Calgary schools.

Learning support teachers collaborated to develop their skills in differentiation. Access to SAPDC in-services and provision of school-based resources supported this priority.

Learning support teachers provided capacity-building workshops to classroom teachers as they assume responsibility for developing Individual Program Plans for the majority of students in their classes, Administrators participated in the workshops to assist them in their instructional supervision.

Palliser continues to be an active partner in the Chinook Regional Career Transitions for Youth Consortium. Our students benefited from activities like Take Your Kid to Work Day, cardboard boat races and Try a Skill Day.

Outcome: Children and youth at risk have their needs addressed through effective programs and supports.

		Results (in percentages)					Target
Performance Measure		2004	2005	2006	2007	2008	2009
Drop Out Rate - annual dropout rate of students aged 14 to 18 (required).	Authority	3.2	2.6	3.4	3.6	4.4	if set
	Province	5.3	5.0	4.7	5.0	4.8	
Returning Rate (optional)	Authority	8.1	17.8	18.5	19.5	16.0	
	Province	23.0	21.3	21.2	21.3	19.8	

Comment on results

Although our dropout rate has declined, we continue to exceed the provincial average. An overall increase in our LGM student population in the teen years may be contributing to the decline.

Palliser's philosophy and practice has been to provide effective supports to children and students using an early intervention model. This means providing prevention and intervention services, as well as support services leading to school completion including:

- *Preschool services;*
- *Early literacy intervention to children and students at promise from kindergarten to Grade 2;*
- *Family school liaison;*
- *First Nations and Low German-speaking Mennonite community liaison services to students and their families;*
- *Establishment of an alternative school program for Low German Mennonite students;*
- *Increasing CTS opportunities; and*
- *Home schooling opportunities.*

With the expansion of an outreach school to Picture Butte, outreach is now available in three communities -- Coaldale, Picture Butte and Vulcan – broadening access to these programs.

A strategy implemented across our schools includes an Adopt a Kid program to ensure at-risk students feel strongly connected to at least one adult in the school environment.

Supported student participation in programs such as Green Certificate, Job Shadow, Tech Prep, Skills Canada and Registered Apprenticeship Programs.

Palliser promoted a collaborative partnership with Alberta Distance Learning Centre to provide curricular programs through a variety of client-focused delivery models.

Graph of Overall Authority Results (optional)
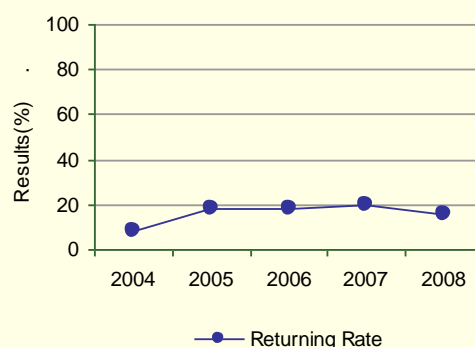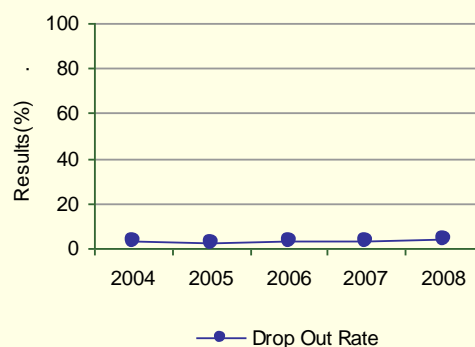
Drop Out Rate

Returning Rate

Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Outcome: Children and youth at risk have their needs addressed through effective programs and supports. (continued)

Performance Measure			Results (in percentages)					Target
			2005	2006	2007	2008	2009	2009
Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.	Overall (required)	Authority	78.9	78.7	81.0	82.4	85.9	if set
		Province	76.9	78.6	78.3	79.5	81.4	
	Teacher (optional)	Authority	91.9	93.3	93.2	94.9	95.4	
		Province	90.6	91.6	91.2	91.9	92.5	
	Parent (optional)	Authority	67.8	64.7	73.0	73.0	78.7	
		Province	63.8	67.0	66.8	68.5	71.3	
	Student (optional)	Authority	77.0	78.0	76.7	79.2	83.5	
		Province	76.1	77.1	77.0	78.0	80.3	

Comment on results

To support early intervention practices, preschool programming was expanded to Barons, Champion and through partnerships with private operators to meet the learning needs of children across our rural geography. Palliser has also been contracted by some Lethbridge private preschools to provide intervention services.

Intensive early literacy programming continued with a focus on at-promise students. Some schools through innovative projects accessed additional resources targeting at-risk readers.

To support differentiation of reading abilities, the division continued to provide release time for administration of Developmental Reading Assessments at the Grade 1 and 2 level.

Literacy and numeracy backpacks were provided to children entering ECS in the division.

Classroom teachers were supported to access digital classroom tools including digital textbook repository and Read and Write Gold software to assist in meeting individual learning needs.

We continue to provide the services of a First Nations Community Liaison Worker to bridge the transition students and their families experience when an off-reserve community school is attended. A welcome outcome has been improved school attendance.

To ensure FNMI students receive services they need, quarterly interagency meetings were hosted with social agencies serving aboriginal students on and off Siksika First Nation.

Graph of Overall Authority Results (optional)
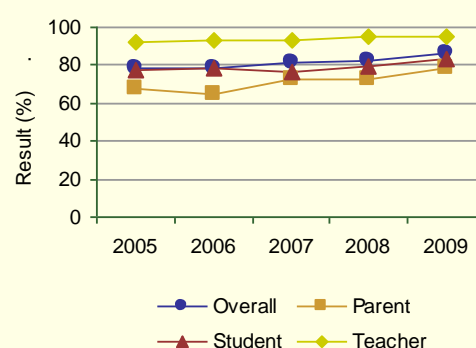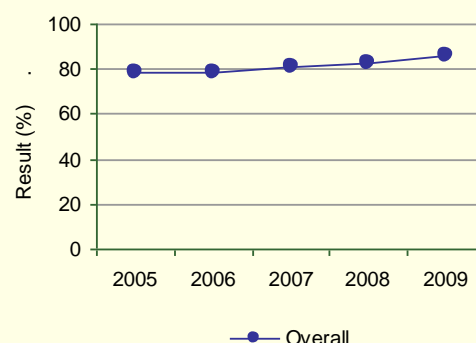
Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Milo School reported increased attendance at parent teacher interviews by moving the event to a location on the Siksika Nation and featuring it as a celebration of student learning.

Barons, our first alternative school for Low German Mennonite families, saw excellent growth in enrolment as it began its first full year of operation. The alternative school strategy addresses cultural and linguistic concerns of parents.

Our LGM population benefits from the services of a Low German-speaking Mennonite Liaison Worker to build relationships and bridge the transition families and students experience as they enter the public school system.

Outcome: Students complete programs.

Performance Measure			Results (in percentages)					Target
			2004	2005	2006	2007	2008	2009
High School Completion Rate – percentages of students who completed high school within three, four and five years of entering Grade 10.	Within 3 Years	Authority	80.8	77.6	79.4	81.9	79.4	if set
		Province	69.3	70.4	70.4	71.0	70.7	
	Within 4 Years	Authority	86.5	83.1	83.0	82.8	86.5	if set
		Province	73.4	75.1	76.2	76.3	76.5	
	Within 5 Years	Authority	86.5	89.8	85.4	84.7	83.8	if set
		Province	75.5	77.4	78.6	79.5	79.2	

Comment on Results

As a result of a strong economy, some high school students were attracted to high paying jobs in the oil and gas industry and related fields.

Graph of Overall Authority Results (optional)
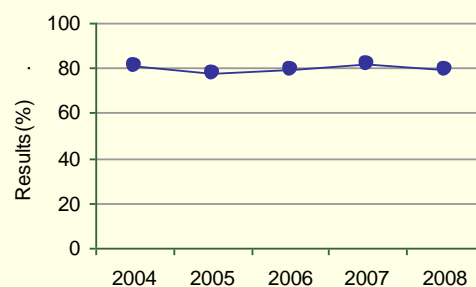
3 Year Completion

4 Year Completion

5 Year Completion

Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Goal Two: Excellence in Student Learning Outcomes

Outcome: Students demonstrate high standards in learner outcomes.

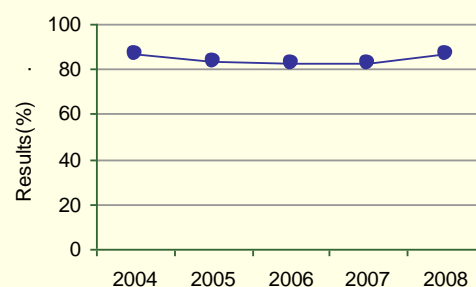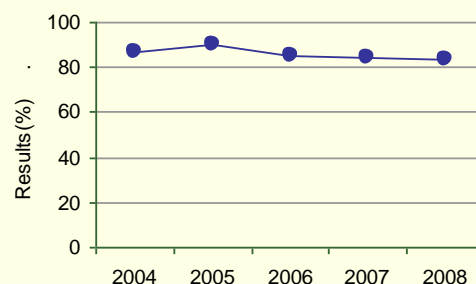| Performance Measure			Results (in percentages)**										Target	
			2005		2006		2007		2008		2009		2009	
PAT Results by Number Enrolled - percentages of students who achieve the acceptable standard and the percentages who achieve the standard of excellence on Grades 3, 6 and 9 Provincial Achievement Tests (cohort results).			A	E	A	E	A	E	A	E	A	E	A	E
Grade 3	English Language Arts 3	Authority	87.7	16.2	83.2	13.8	84.5	19.6	83.7	12.8	92.1	20.7	if set	if set
		Province	82.2	16.2	81.3	14.1	80.3	17.7	80.1	16.1	81.3	18.2		
	Mathematics 3	Authority	83.0	28.9	82.3	23.4	83.6	19.9	80.1	18.9	88.6	29.5	if set	if set
		Province	80.3	26.1	82.0	26.9	79.9	23.5	78.7	23.9	79.7	26.8		
Grade 6	English Language Arts 6	Authority	79.3	13.9	83.5	17.4	87.5	17.3	90.2	20.5	91.3	25.0	if set	if set
		Province	77.3	15.5	79.0	15.9	80.3	19.8	81.1	21.0	81.8	18.9		
	French Language Arts 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	if set	if set
		Province	85.1	8.8	87.5	11.2	88.1	11.0	87.7	14.2	91.5	15.9		
	Français 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	if set	if set
		Province	92.0	22.8	94.5	19.7	93.0	18.0	94.3	17.1	92.6	18.7		
	Mathematics 6	Authority	81.9	14.9	75.8	15.9	76.1	11.9	80.4	15.3	87.1	21.8	if set	if set
		Province	78.2	18.1	75.2	15.6	74.0	14.5	74.6	15.9	76.6	16.8		
	Science 6	Authority	84.1	21.4	82.8	28.3	77.5	21.0	80.9	21.1	87.9	30.8	if set	if set
		Province	79.8	26.0	78.1	27.7	75.2	26.6	74.8	24.1	76.5	24.8		
	Social Studies 6	Authority	80.8	20.8	79.8	22.4	83.5	15.5	81.9	18.7	89.7	30.1	if set	if set
		Province	78.4	21.5	78.6	22.9	77.4	22.3	77.9	23.8	84.8	27.6		
Grade 9	English Language Arts 9	Authority	80.7	11.8	77.4	15.5	81.4	13.1	82.1	18.8	85.4	23.4	if set	if set
		Province	77.9	14.1	77.4	13.6	77.5	14.8	76.5	14.8	78.7	14.7		
	French Language Arts 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	if set	if set
		Province	85.9	13.6	83.3	10.9	81.3	12.9	84.5	12.4	81.8	10.3		
	Français 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	if set	if set
		Province	87.2	17.4	86.1	14.7	81.6	12.6	84.8	11.7	85.6	12.9		
	Mathematics 9	Authority	71.9	22.3	65.0	14.4	68.9	20.9	73.8	23.4	79.1	29.8	if set	if set
		Province	68.0	19.7	67.4	17.4	66.3	18.3	65.7	18.5	67.0	18.6		
	Science 9	Authority	68.3	8.5	66.7	11.4	67.2	13.8	75.2	12.8	82.0	21.3	if set	if set
		Province	67.5	12.8	67.4	13.3	69.6	14.7	69.3	13.0	72.2	15.8		
	Social Studies 9	Authority	73.8	16.6	67.8	15.8	69.3	15.3	72.2	15.8	81.5	26.9	if set	if set
		Province	71.3	18.3	72.5	18.9	71.4	18.7	71.7	18.9	82.6	26.4		

		Results (in percentages)										Target	
		2005		2006		2007		2008		2009		2009	
		A	E	A	E	A	E	A	E	A	E	A	E
Overall*	Authority	79.6	17.1	77.0	17.5	78.4	17.2	80.7	18.0	86.8	25.3	if set	if set
	Province	76.4	18.4	76.0	17.9	75.5	18.6	75.3	18.3	76.8	19.2		

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

** "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

Comment on Results

Our PAT results at both the acceptable and excellent level improved significantly as a result of the complex interaction of a variety of strategies to support student learning including: small class size; a focus on assessment for learning practices; collaborative learning days with a focus on curriculum; instructional supervision and evaluation; individual tutorials; preparation of teachers for implementing new curriculum; improved parent communication; improved grading for learning practices; and keeping the main thing the main thing. In addition, our family school liaison counselors are encouraged to work with students to establish an academic-focused goal to reinforce the things students do have some control over.

Innovative project funds have acted as a stimulus and motivator for teachers to introduce value-added projects in their classrooms that focus on improving student learning.

The division supported teachers in implementing best practices for identified subgroups such as ESL and special education by providing workshops on diversity, ESL and differentiation.

Graph of Overall Authority Results (optional)
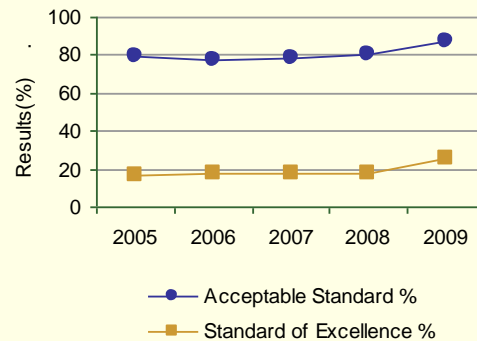
Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Graph of Provincial Achievement Test Results by Course (optional)

English Language Arts 3

Results(%)

- Acceptable Standard (%)
- Standard of Excellence (%)

Mathematics 3

Results(%)

- Acceptable Standard (%)
- Standard of Excellence (%)

English Language Arts 6

Results(%)

- Acceptable Standard (%)
- Standard of Excellence (%)
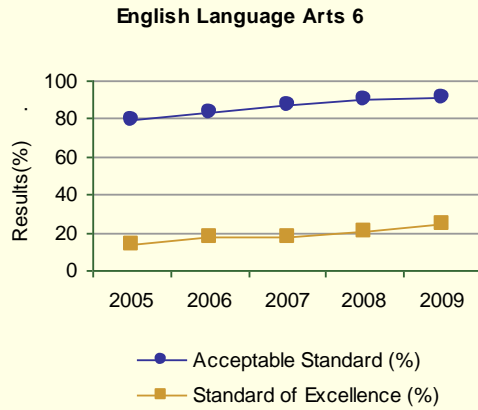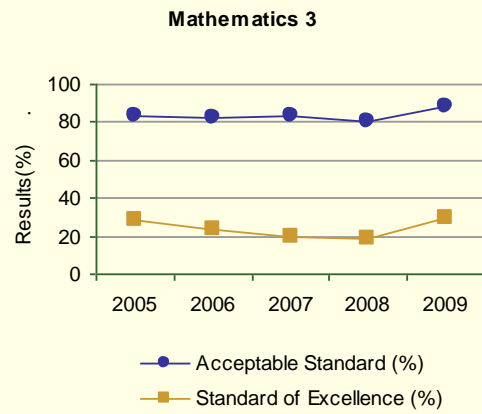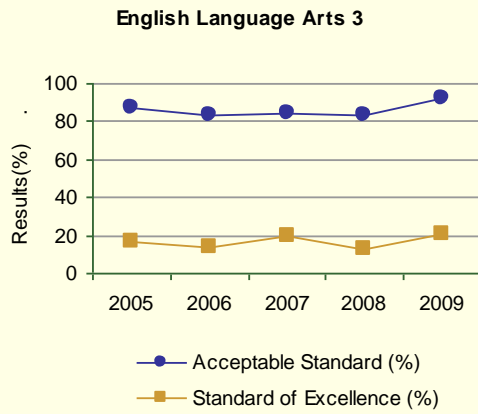
[No Data for French Language Arts 6]

[No Data for Français 6]

Mathematics 6

Results(%)

- Acceptable Standard (%)
- Standard of Excellence (%)

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Graph of Provincial Achievement Test Results by Course (optional)

Science 6

- Acceptable Standard (%)
- Standard of Excellence (%)

Social Studies 6

- Acceptable Standard (%)
- Standard of Excellence (%)

English Language Arts 9

- Acceptable Standard (%)
- Standard of Excellence (%)
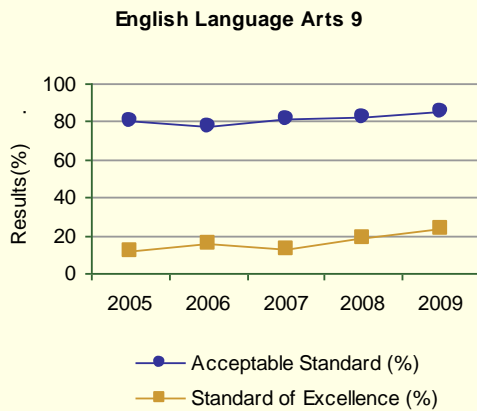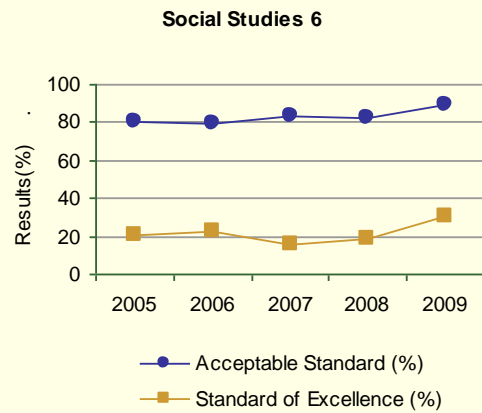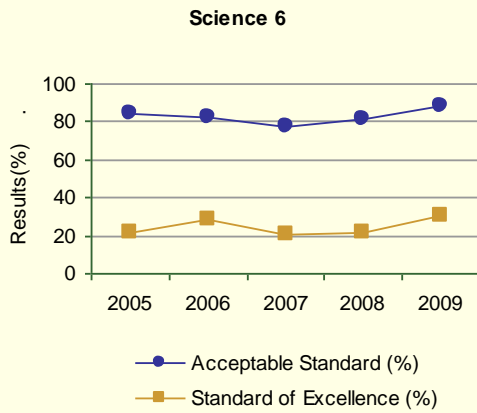
[No Data for French Language Arts 9]

[No Data for Français 9]

Mathematics 9

- Acceptable Standard (%)
- Standard of Excellence (%)

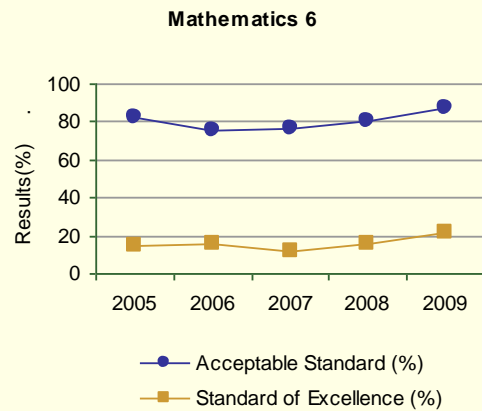Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Graph of Provincial Achievement Test Results by Course (optional)

Science 9

Results(%)

100
80
60
40
20
0

2005   2006   2007   2008   2009

● Acceptable Standard (%)
■ Standard of Excellence (%)

Social Studies 9

Results(%)

100
80
60
40
20
0

2005   2006   2007   2008   2009

● Acceptable Standard (%)
■ Standard of Excellence (%)
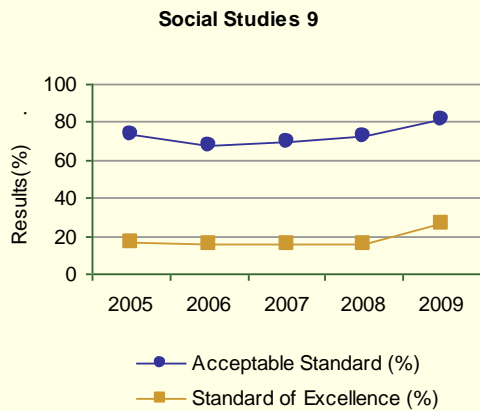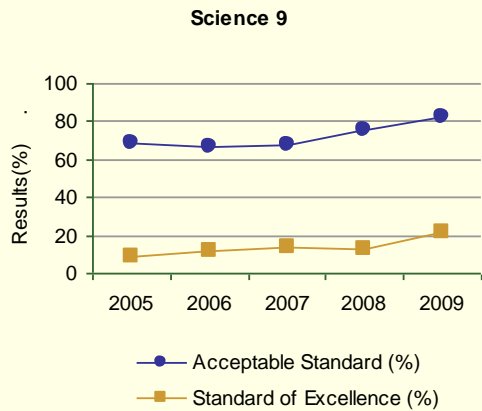
Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).
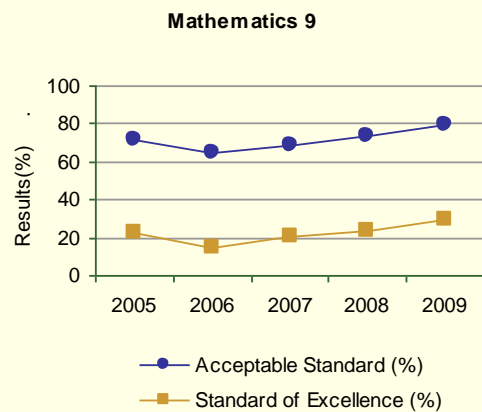
PAT Results Course By Course Summary By Enrolled With Measure Evaluation (optional)

Course	Measure	Achievement	Improvement	Overall	2009 N	2009 %	Prev 3 Yr Avg N	Prev 3 Yr Avg %	2009 N	2009 %	Prev 3 Yr Avg N	Prev 3 Yr Avg %
					Palliser Regional Div No. 26				Alberta			
English Language Arts 3	Acceptable Standard	High	Improved Significantly	Good	492	92.1	329	83.8	41,722	81.3	42,041	80.6
	Standard of Excellence	Very High	Improved	Excellent	492	20.7	329	15.4	41,722	18.2	42,041	16.0
Mathematics 3	Acceptable Standard	High	Improved Significantly	Good	492	88.6	329	82.0	41,720	79.7	42,053	80.2
	Standard of Excellence	Intermediate	Improved Significantly	Good	492	29.5	329	20.7	41,720	26.8	42,053	24.8
English Language Arts 6	Acceptable Standard	High	Improved Significantly	Good	504	91.3	336	87.1	43,327	81.8	44,326	80.1
	Standard of Excellence	Very High	Improved Significantly	Excellent	504	25.0	336	18.4	43,327	18.9	44,326	18.9
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,183	91.5	2,220	87.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,183	15.9	2,220	12.1
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	434	92.6	406	93.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	434	18.7	406	18.2
Mathematics 6	Acceptable Standard	High	Improved Significantly	Good	504	87.1	336	77.5	43,328	76.6	44,327	74.6
	Standard of Excellence	High	Improved Significantly	Good	504	21.8	336	14.4	43,328	16.8	44,327	15.3
Science 6	Acceptable Standard	High	Improved Significantly	Good	504	87.9	335	80.4	43,216	76.5	44,209	76.0
	Standard of Excellence	High	Improved Significantly	Good	504	30.8	335	23.5	43,216	24.8	44,209	26.1
English Language Arts 9	Acceptable Standard	High	Improved	Good	453	85.4	340	80.3	43,675	78.7	44,685	77.1
	Standard of Excellence	Very High	Improved Significantly	Excellent	453	23.4	340	15.8	43,675	14.7	44,685	14.4
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,262	81.8	2,286	83.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,262	10.3	2,286	12.1
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	333	85.6	285	84.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	333	12.9	285	13.0
Mathematics 9	Acceptable Standard	High	Improved Significantly	Good	450	79.1	337	69.2	43,118	67.0	44,317	66.5
	Standard of Excellence	Very High	Improved Significantly	Excellent	450	29.8	337	19.6	43,118	18.6	44,317	18.0
Science 9	Acceptable Standard	Very High	Improved Significantly	Excellent	456	82.0	339	69.7	43,560	72.2	44,505	68.8
	Standard of Excellence	Very High	Improved Significantly	Excellent	456	21.3	339	12.7	43,560	15.8	44,505	13.7

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Too few jurisdictions offer Français (Grades 6, 9) for an Achievement Evaluation to be calculated. However, the results from Français (Grades 6, 9) are included in the aggregation of all PAT courses. Achievement Evaluations for Social Studies 6 and Social Studies 9 are not calculated due to the change in the tests.

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.

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Language Arts 3	Acceptable Standard	0.00 - 72.53	72.53 - 80.49	80.49 - 89.12	89.12 - 93.04	93.04 - 100.00
	Standard of Excellence	0.00 - 6.06	6.06 - 11.35	11.35 - 16.93	16.93 - 20.27	20.27 - 100.00
Mathematics 3	Acceptable Standard	0.00 - 73.66	73.66 - 81.42	81.42 - 88.39	88.39 - 91.92	91.92 - 100.00
	Standard of Excellence	0.00 - 17.25	17.25 - 22.97	22.97 - 30.79	30.79 - 36.99	36.99 - 100.00
English Language Arts 6	Acceptable Standard	0.00 - 67.95	67.95 - 78.40	78.40 - 86.09	86.09 - 91.37	91.37 - 100.00
	Standard of Excellence	0.00 - 6.83	6.83 - 11.65	11.65 - 17.36	17.36 - 22.46	22.46 - 100.00
French Language Arts 6	Acceptable Standard	0.00 - 41.69	41.69 - 73.54	73.54 - 92.32	92.32 - 97.93	97.93 - 100.00
	Standard of Excellence	0.00 - 2.72	2.72 - 8.13	8.13 - 15.29	15.29 - 23.86	23.86 - 100.00
Mathematics 6	Acceptable Standard	0.00 - 65.88	65.88 - 75.70	75.70 - 84.77	84.77 - 90.26	90.26 - 100.00
	Standard of Excellence	0.00 - 8.68	8.68 - 13.49	13.49 - 19.62	19.62 - 25.59	25.59 - 100.00
Science 6	Acceptable Standard	0.00 - 60.36	60.36 - 78.51	78.51 - 86.46	86.46 - 90.64	90.64 - 100.00
	Standard of Excellence	0.00 - 11.74	11.74 - 17.42	17.42 - 25.34	25.34 - 34.31	34.31 - 100.00
English Language Arts 9	Acceptable Standard	0.00 - 63.55	63.55 - 75.66	75.66 - 83.70	83.70 - 90.27	90.27 - 100.00
	Standard of Excellence	0.00 - 5.96	5.96 - 9.43	9.43 - 14.72	14.72 - 20.46	20.46 - 100.00
French Language Arts 9	Acceptable Standard	0.00 - 67.59	67.59 - 81.33	81.33 - 92.06	92.06 - 97.26	97.26 - 100.00
	Standard of Excellence	0.00 - 1.67	1.67 - 6.81	6.81 - 17.11	17.11 - 28.68	28.68 - 100.00
Mathematics 9	Acceptable Standard	0.00 - 50.90	50.90 - 59.61	59.61 - 69.06	69.06 - 83.15	83.15 - 100.00
	Standard of Excellence	0.00 - 8.46	8.46 - 11.96	11.96 - 18.90	18.90 - 23.96	23.96 - 100.00
Science 9	Acceptable Standard	0.00 - 50.57	50.57 - 60.14	60.14 - 72.50	72.50 - 76.89	76.89 - 100.00
	Standard of Excellence	0.00 - 3.39	3.39 - 6.71	6.71 - 11.81	11.81 - 15.85	15.85 - 100.00

Notes:
The range of values at each evaluation level is interpreted as "greater than or equal to" the "Low" value, and "less than" the "High" value. For the Very High category, values range from "greater than" the "Low" value to 100%.

Too few jurisdictions offer Français (Grades 6, 9) for an Achievement Evaluation to be calculated. However, the results from Français (Grades 6, 9) are included in the aggregation of all PAT courses. Achievement Evaluations for Social Studies 6 and Social Studies 9 are not calculated due to the change in the tests.

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 statiscal 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.

	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

Outcome: Students demonstrate high standards in learner outcomes. (continued)

Performance Measure		Results (in percentages)**										Target	
Diploma Exam Results by Students Writing – percentages of students who achieve the acceptable standard and the percentages who achieve the standard of excellence on diploma examinations.		**2005**		**2006**		**2007**		**2008**		**2009**		**2009**	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Authority	94.7	17.8	95.1	17.9	93.6	20.9	93.3	17.1	90.2	13.5	if set	if set
	Province	89.1	17.8	88.0	19.3	87.7	19.0	87.1	15.5	86.1	12.3		
English Lang Arts 30-2	Authority	93.5	7.8	88.2	7.1	94.0	6.8	94.9	14.1	89.6	7.0	if set	if set
	Province	89.4	10.1	86.1	8.1	88.7	9.7	88.9	8.8	88.2	8.5		
French Lang Arts 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	if set	if set
	Province	95.1	19.1	95.0	21.8	95.6	23.1	94.9	24.5	95.1	18.9		
Français 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	if set	if set
	Province	95.0	16.3	94.8	28.1	97.2	24.6	98.5	25.4	94.7	33.1		
Pure Mathematics 30	Authority	84.0	27.7	90.5	23.3	83.1	16.1	86.9	31.1	84.3	28.3	if set	if set
	Province	80.6	25.7	82.8	26.5	81.1	24.6	81.3	25.8	82.1	26.3		
Applied Mathematics 30	Authority	93.3	32.0	87.0	10.1	82.5	17.5	88.1	21.4	87.1	22.4	if set	if set
	Province	87.6	21.8	77.5	11.8	77.6	12.1	76.4	10.7	79.4	13.5		
Social Studies 30	Authority	92.1	24.5	94.4	27.8	91.2	25.7	91.8	32.8	89.2	23.2	if set	if set
	Province	85.2	24.3	85.5	23.9	86.1	24.6	84.7	21.5	84.2	21.4		
Social Studies 33	Authority	86.5	17.3	87.4	30.8	87.7	26.0	94.9	39.0	88.8	31.6	if set	if set
	Province	85.0	17.6	83.5	19.0	84.8	19.6	85.3	18.9	85.6	20.2		
Biology 30	Authority	85.8	25.7	81.4	19.5	87.1	20.1	89.4	37.5	83.8	27.8	if set	if set
	Province	81.9	26.6	81.4	26.4	83.5	27.4	82.3	26.3	83.0	26.6		
Chemistry 30 Old	Authority	94.2	54.7	94.4	49.2	98.9	58.4	97.2	54.6	n/a	n/a	if set	if set
	Province	88.2	33.4	88.4	37.1	89.3	37.9	89.2	39.2	77.6	19.5		
Chemistry 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	75.2	30.6	if set	if set
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	76.3	27.7		
Physics 30 Old	Authority	95.0	43.8	93.8	38.5	90.3	38.8	100.0	91.2	n/a	n/a	if set	if set
	Province	84.2	27.8	84.4	30.0	86.1	29.3	85.7	32.0	74.4	25.6		
Physics 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	86.1	32.9	if set	if set
	Province	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	79.3	23.1		
Science 30	Authority	100.0	40.0	93.8	12.5	100.0	20.0	95.0	45.0	94.7	42.1	if set	if set
	Province	88.1	22.1	82.8	17.3	87.1	18.0	88.6	21.6	86.0	20.9		

		Results (in Percentages)										Target	
		2005		**2006**		**2007**		**2008**		**2009**		**2009**	
		A	E	A	E	A	E	A	E	A	E	A	E
Overall*	Authority	90.2	22.1	89.6	20.6	89.1	19.6	91.7	28.1	87.5	22.7	if set	if set
	Province	85.5	21.2	84.2	20.7	84.8	20.9	84.4	19.4	84.4	19.1		

** "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

*** Overall Results: Required for public, separate, francophone, charter and Level 2 private school authorities; not required for level 1 private schools. Aggregated Diploma results are based upon a weighted average of Acceptable or Excellence percent meeting standards. The weights are the number of students writing the Diploma Examination for each course. Courses included: English
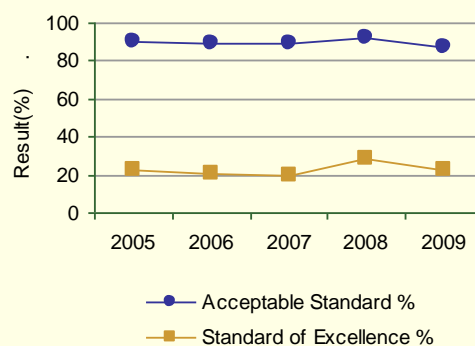
Lang Arts 30-1, English Lang Arts 30-2, French Lang Arts 30, Français 30, Pure Mathematics 30, Applied Mathematics 30, Social Studies 30, Social Studies 33, Biology 30, Science 30.

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Comment on Results	Graph of Overall Authority Results (optional)
The decline in the percentage of students achieving the acceptable standard in the diploma exams can be attributed primarily to the results in English 30-1 and English 30-2 exams, where the percentage fell from 93.3 to 90.2 and 94.9 to 89.6, respectively. With 400 students in Palliser writing the English exams, this has a significant impact on the division's overall results.	

Graph of Overall Authority Results (optional)

Result(%) axis: 0, 20, 40, 60, 80, 100

Years: 2005, 2006, 2007, 2008, 2009

Legend:
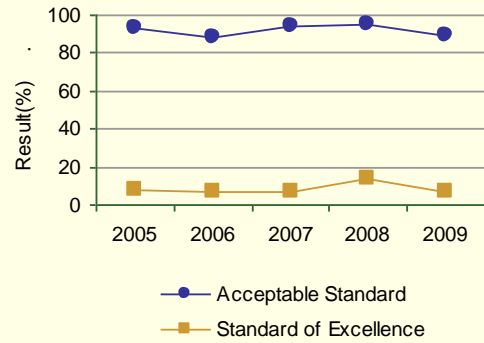- Acceptable Standard %
- Standard of Excellence %

Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Diploma Exam Results By Course (Optional)
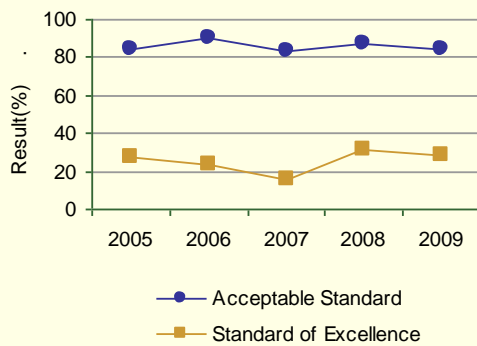
English Lang Arts 30-1

Result(%) — 2005, 2006, 2007, 2008, 2009

- Acceptable Standard
- Standard of Excellence

English Lang Arts 30-2

Result(%) — 2005, 2006, 2007, 2008, 2009

- Acceptable Standard
- Standard of Excellence

[No Data for French Lang Arts 30-1]

[No Data for Français 30]

Pure Mathematics 30

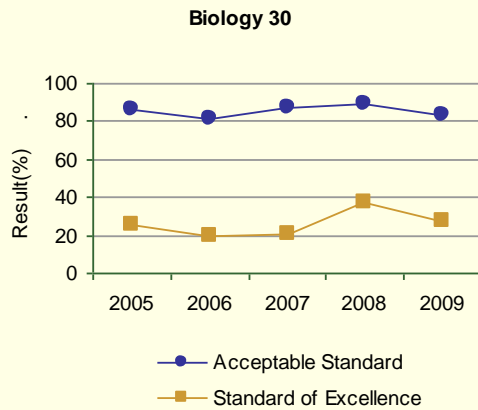Result(%) — 2005, 2006, 2007, 2008, 2009

- Acceptable Standard
- Standard of Excellence

Applied Mathematics 30

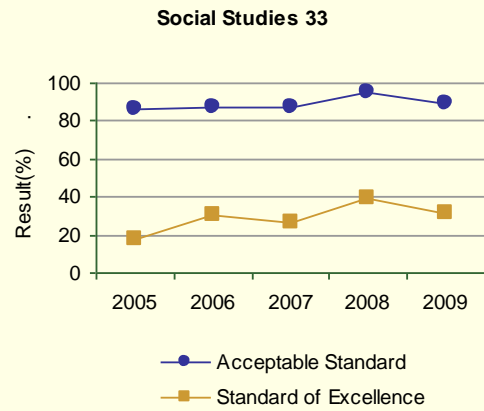Result(%) — 2005, 2006, 2007, 2008, 2009

- Acceptable Standard
- Standard of Excellence
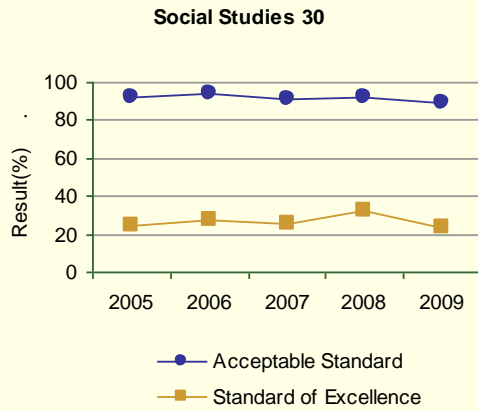
Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Diploma Exam Results By Course (Optional)

Social Studies 30

- Acceptable Standard
- Standard of Excellence

Social Studies 33

- Acceptable Standard
- Standard of Excellence

Biology 30

- Acceptable Standard
- Standard of Excellence

Chemistry 30 Old

- Acceptable Standard
- Standard of Excellence

Chemistry 30

- Acceptable Standard
- Standard of Excellence

Physics 30 Old
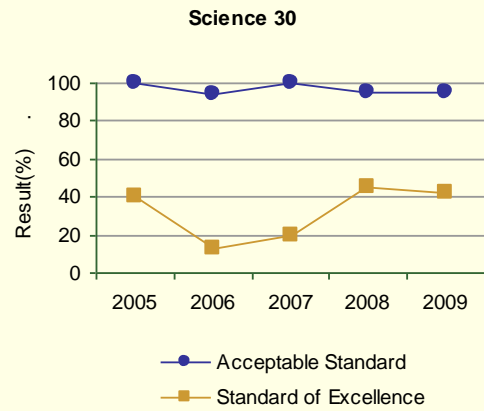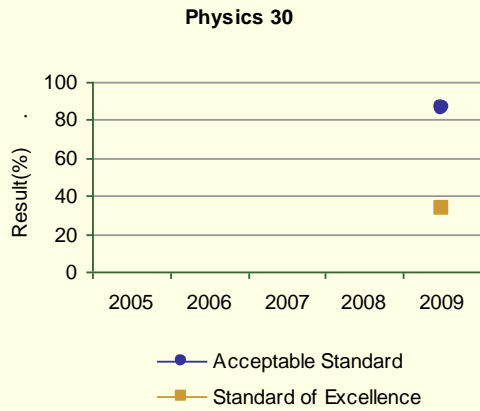

- Acceptable Standard
- Standard of Excellence

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Diploma Exam Results By Course (Optional)

Physics 30

Science 30

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Diploma Exam Results Course By Course Summary With Measure Evaluation (optional)

Course	Measure	Achievement	Improvement	Overall	2009		Prev 3 Yr Avg		2009		Prev 3 Yr Avg	
			Palliser Regional Div No. 26						Alberta			
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Low	Declined	Issue	244	90.2	166	94.0	28,330	86.1	28,021	87.6
	Standard of Excellence	Intermediate	Declined	Issue	244	13.5	166	18.6	28,330	12.3	28,021	17.9
English Lang Arts 30-2	Acceptable Standard	Intermediate	Maintained	Acceptable	115	89.6	100	92.4	13,473	88.2	12,858	87.9
	Standard of Excellence	Intermediate	Maintained	Acceptable	115	7.0	100	9.3	13,473	8.5	12,858	8.9
French Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,245	95.1	1,206	95.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,245	18.9	1,206	23.1
Français 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	133	94.7	123	96.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	133	33.1	123	26.1
Pure Mathematics 30	Acceptable Standard	Intermediate	Maintained	Acceptable	191	84.3	121	86.8	22,197	82.1	22,435	81.7
	Standard of Excellence	Intermediate	Maintained	Acceptable	191	28.3	121	23.5	22,197	26.3	22,435	25.7
Applied Mathematics 30	Acceptable Standard	Intermediate	Maintained	Acceptable	116	87.1	83	85.8	10,429	79.4	9,994	77.1
	Standard of Excellence	High	Improved	Good	116	22.4	83	16.4	10,429	13.5	9,994	11.5
Social Studies 30	Acceptable Standard	High	Maintained	Good	194	89.2	126	92.5	22,845	84.2	23,756	85.4
	Standard of Excellence	High	Declined	Acceptable	194	23.2	126	28.7	22,845	21.4	23,756	23.3
Social Studies 33	Acceptable Standard	High	Maintained	Good	152	88.8	142	90.0	15,101	85.6	15,045	84.5
	Standard of Excellence	Very High	Maintained	Excellent	152	31.6	142	31.9	15,101	20.2	15,045	19.1
Biology 30	Acceptable Standard	Intermediate	Maintained	Acceptable	234	83.8	120	85.9	21,088	83.0	20,835	82.4
	Standard of Excellence	High	Maintained	Good	234	27.8	120	25.7	21,088	26.6	20,835	26.7
Science 30	Acceptable Standard	High	Maintained	Good	19	94.7	19	96.3	4,476	86.0	3,721	86.2
	Standard of Excellence	Very High	Improved	Excellent	19	42.1	19	25.8	4,476	20.9	3,721	19.0

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Too few jurisdictions offer Français 30 for an Achievement Evaluation to be calculated. However, the results from Français 30 are included in the aggregation of all Diploma courses. Achievement Evaluations for Physics 30 and Chemistry 30 are not calculated due to the change in the exams.

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.

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Lang Arts 30-1	Acceptable Standard	0.00 - 83.76	83.76 - 92.02	92.02 - 95.13	95.13 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 6.22	6.22 - 13.46	13.46 - 20.88	20.88 - 27.39	27.39 - 100.00
English Lang Arts 30-2	Acceptable Standard	0.00 - 70.83	70.83 - 82.43	82.43 - 90.72	90.72 - 96.00	96.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 3.13	3.13 - 8.65	8.65 - 11.61	11.61 - 100.00
French Lang Arts 30-1	Acceptable Standard	0.00 - 77.27	77.27 - 93.33	93.33 - 100.00	100.00 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.49	5.49 - 19.84	19.84 - 28.00	28.00 - 100.00
Pure Mathematics 30	Acceptable Standard	0.00 - 54.07	54.07 - 76.74	76.74 - 86.06	86.06 - 92.18	92.18 - 100.00
	Standard of Excellence	0.00 - 6.15	6.15 - 18.46	18.46 - 29.38	29.38 - 34.62	34.62 - 100.00
Applied Mathematics 30	Acceptable Standard	0.00 - 73.06	73.06 - 80.94	80.94 - 90.03	90.03 - 91.69	91.69 - 100.00
	Standard of Excellence	0.00 - 4.57	4.57 - 10.29	10.29 - 16.08	16.08 - 23.77	23.77 - 100.00
Social Studies 30	Acceptable Standard	0.00 - 71.92	71.92 - 80.36	80.36 - 88.99	88.99 - 94.04	94.04 - 100.00
	Standard of Excellence	0.00 - 7.99	7.99 - 15.22	15.22 - 23.07	23.07 - 29.75	29.75 - 100.00
Social Studies 33	Acceptable Standard	0.00 - 68.88	68.88 - 78.33	78.33 - 85.20	85.20 - 89.99	89.99 - 100.00
	Standard of Excellence	0.00 - 4.72	4.72 - 8.85	8.85 - 16.10	16.10 - 20.46	20.46 - 100.00
Biology 30	Acceptable Standard	0.00 - 67.51	67.51 - 78.03	78.03 - 85.82	85.82 - 89.41	89.41 - 100.00
	Standard of Excellence	0.00 - 12.33	12.33 - 19.00	19.00 - 25.60	25.60 - 30.05	30.05 - 100.00
Science 30	Acceptable Standard	0.00 - 76.11	76.11 - 83.33	83.33 - 91.76	91.76 - 97.14	97.14 - 100.00
	Standard of Excellence	0.00 - 6.98	6.98 - 11.36	11.36 - 21.80	21.80 - 36.81	36.81 - 100.00

Notes:
The range of values at each evaluation level is interpreted as "greater than or equal to" the "Low" value, and "less than" the "High" value. For the Very High category, values range from "greater than" the "Low" value to 100%.

Too few jurisdictions offer Français 30 for an Achievement Evaluation to be calculated. However, the results from Français 30 are included in the aggregation of all DIP courses. Achievement Evaluations for Physics 30 and Chemistry 30 are not calculated due to the change in the exams.

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 statiscal 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.

|	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

Outcome: Students demonstrate high standards in learner outcomes. (continued)

Performance Measure		Results (in percentages)					Target
		2004	2005	2006	2007	2008	2009
Diploma examination participation rate: Percentages of students who have written four or more diploma exams by the end of their third year of high school.	Authority	49.6	56.8	56.4	55.0	52.7	if set
	Province	52.4	53.5	53.7	53.6	53.3	

Comment on Results

Our school communities remain committed to ensuring students complete courses facilitating access to post-secondary learning opportunities.

Graph of Overall Authority Results (optional)
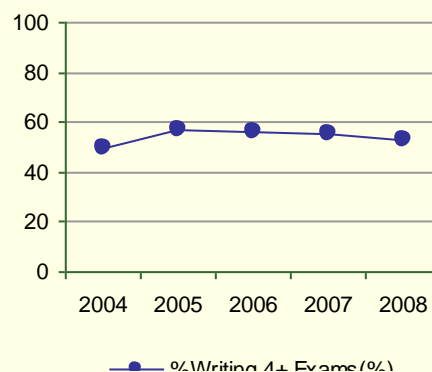
Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Percentage of students writing 0 to 6 or more Diploma Examinations by the end of their 3rd year of high school (optional)

	Palliser Regional Div No. 26					Alberta				
	2004	2005	2006	2007	2008	2004	2005	2006	2007	2008
N	**285**	**286**	**284**	**311**	**313**	**43,221**	**43,032**	**43,930**	**44,661**	**45,432**
% Writing 0 Exams	10.6	14.2	13.0	10.2	13.7	18.3	18.1	17.8	18.0	18.4
% Writing 1+ Exams	89.4	85.8	87.0	89.8	86.3	81.7	81.9	82.2	82.0	81.6
% Writing 2+ Exams	84.8	84.0	83.0	88.2	82.5	77.9	78.3	78.5	78.6	78.0
% Writing 3+ Exams	67.4	70.4	66.5	69.4	68.0	64.1	65.6	65.6	65.6	64.9
% Writing 4+ Exams	**49.6**	**56.8**	**56.4**	**55.0**	**52.7**	**52.4**	**53.5**	**53.7**	**53.6**	**53.3**
% Writing 5+ Exams	34.4	42.2	36.7	36.2	35.5	33.9	34.5	34.6	34.7	34.3
% Writing 6+ Exams	14.9	13.6	14.0	10.9	14.3	12.8	12.8	13.0	13.2	12.7

Percentage of students writing 1 or more Diploma Examinations by the end of their 3rd year of high school, by course and subject. (optional)

	Palliser Regional Div No. 26					Alberta				
	2004	2005	2006	2007	2008	2004	2005	2006	2007	2008
N	**285**	**286**	**284**	**311**	**313**	**43,221**	**43,032**	**43,930**	**44,661**	**45,432**
English 30/30-1	58.2	58.7	54.9	52.7	49.8	53.4	54.4	54.7	54.5	53.8
English 33/30-2	27.0	25.2	27.8	33.1	31.6	24.4	23.7	23.5	23.6	24.0
Total of 1 or more English Diploma Exams	**84.2**	**82.5**	**82.0**	**85.2**	**81.5**	**76.6**	**76.9**	**77.1**	**77.0**	**76.7**
Social 30	48.8	47.9	38.4	46.0	37.7	47.8	49.1	49.5	49.3	48.1
Social 33	35.4	35.0	44.0	41.2	45.7	30.3	29.1	28.8	28.8	29.5
Total of 1 or more Social Diploma Exams	**83.5**	**82.9**	**82.4**	**86.8**	**82.7**	**76.9**	**77.0**	**77.2**	**77.2**	**76.7**
Math 30/Pure	34.0	42.3	40.1	37.9	39.3	39.5	41.1	41.9	41.7	41.1
Math 33/Applied	29.1	25.9	26.8	28.9	27.5	20.0	19.9	19.5	19.5	19.1
Total of 1 or more Math Diploma Exams	**62.5**	**67.8**	**64.8**	**65.9**	**65.8**	**58.9**	**60.4**	**60.7**	**60.7**	**59.7**
Biology 30	37.2	41.6	39.8	44.1	37.4	38.7	39.4	39.6	39.8	39.1
Chemistry 30	34.4	42.0	37.3	33.1	34.8	33.9	34.4	34.2	34.3	34.5
Physics 30	24.2	23.8	25.7	18.6	25.2	21.5	21.6	21.6	21.5	20.4
Science 30	3.9	4.5	4.6	7.7	6.1	6.7	7.0	7.0	7.0	7.4
Total of 1 or more Science Diploma Exams	**50.9**	**56.6**	**57.4**	**57.6**	**54.0**	**55.5**	**56.6**	**56.7**	**56.5**	**56.1**
Français 30	0.0	0.0	0.0	0.0	0.0	0.2	0.2	0.2	0.2	0.2
French Language Arts 30	0.0	0.0	0.0	0.0	0.0	2.3	2.4	2.7	2.7	2.7
Total of 1 or more French Diploma Exams	**0.0**	**0.0**	**0.0**	**0.0**	**0.0**	**2.5**	**2.6**	**2.9**	**2.9**	**2.9**

Note:

Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (*).

Results are based upon a cohort of grade 10 students who are tracked over time. The table shows the percentage of students in this cohort who complete diploma exams by the end of their third year of high school.

Outcome: Students demonstrate high standards in learner outcomes. (continued)

		Results (in percentages)					Target
Performance Measure		**2004**	**2005**	**2006**	**2007**	**2008**	**2009**
Percentages of Grade 12 students who meet the Rutherford Scholarship eligibility criteria.	Authority	59.4	58.7	60.7	60.4	62.6	if set
	Province	52.9	54.6	56.1	56.8	57.3	

Comment on Results

Offering a broader range of programming options while maintaining high standards for student learning in the core curriculum areas has resulted in steady increases in our students' eligibility for Rutherford Scholarships.

Graph of Overall Authority Results (optional)
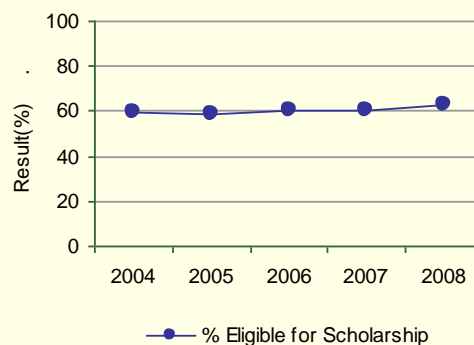
% Eligible for Scholarship

Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Outcome: Students are well prepared for lifelong learning.

Performance Measure			Results (in percentages)					Target
			2004	**2005**	**2006**	**2007**	**2008**	**2009**
High school to post-secondary transition rate within four and six years of entering Grade 10.	Within 6 Years	Authority	57.6	61.7	59.2	61.1	65.5	if set
		Province	54.4	57.5	59.5	60.3	60.7	
	Within 4 Years	Authority	45.1	32.5	48.6	44.3	45.7	if set
		Province	34.0	37.0	39.5	40.7	40.3	

Comment on Results

Our students, their families and our communities continue to value post-secondary education opportunities for their children. Geographically, Palliser students benefit from proximity to both college and university opportunities, and our staff, both certificated and non-certificated, model the importance of lifelong education to their students, as many are involved in continuing post-secondary opportunities. Of note, the expansion of career and academic counseling services, improved communication regarding post-secondary opportunities to students and parents as well as academic and career and post-secondary fairs in local communities are contributing factors to continued improvement.

Graph of Overall Authority Results (optional)
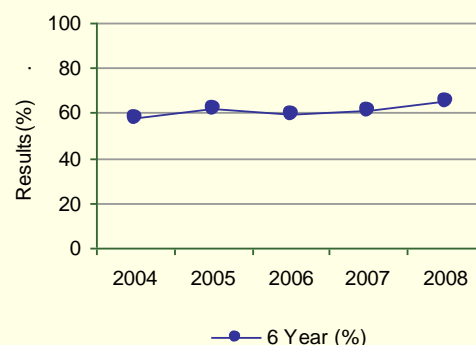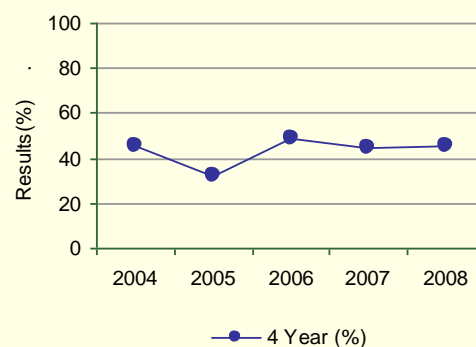
—●— 4 Year (%)

—●— 6 Year (%)

Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Include a note indicating that the 6 year rate is the Accountability Pillar measure, which is evaluated and reported in the Accountability Pillar Summary.
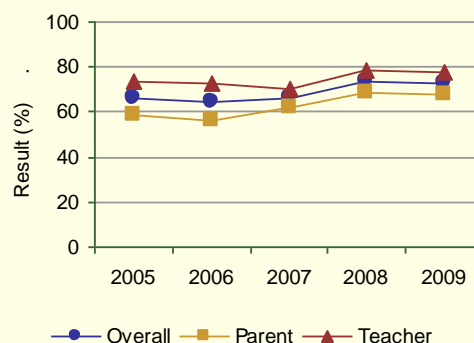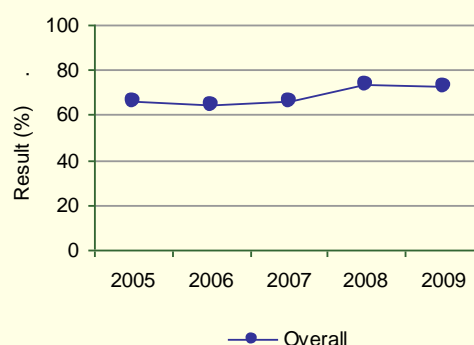
Outcome: Students are well prepared for lifelong learning. (continued)

Performance Measure			Results (in percentages)					Target
			2005	2006	2007	2008	2009	2009
Percentage of teacher and parent satisfaction that high school graduates demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	Overall (required)	Authority	66.0	64.4	66.3	73.4	72.4	if set
		Province	64.4	66.1	65.6	66.7	67.4	
	Teacher (optional)	Authority	73.4	72.6	70.6	78.3	77.4	
		Province	73.7	74.2	74.1	73.8	74.0	
	Parent (optional)	Authority	58.7	56.1	62.0	68.5	67.5	
		Province	55.1	57.9	57.1	59.5	60.8	

Comment on Results

Our improved and continuing strategies to communicate effectively with parents have contributed to the increasing alignment between teacher and parent satisfaction that our graduates have developed the tools necessary for lifelong learning. Teachers have always worked hard to ensure students have the knowledge, skills and attitudes but we have not always been as effective including parents as key stakeholders in the process. The slight decline reminds us how vigilant we need to be in our parent communications.

Graph of Overall Authority Results (optional)

Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Outcome: Students are well prepared for employment.

Performance Measure			Results (in percentages)					Target
			2005	2006	2007	2008	2009	2009
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.	Overall (required)	Authority	79.1	73.5	78.8	84.7	84.3	if set
		Province	74.9	77.0	77.1	80.1	79.6	
	Teacher (optional)	Authority	90.8	86.0	86.0	92.8	90.4	
		Province	89.1	89.4	89.2	89.3	88.9	
	Parent (optional)	Authority	67.4	61.0	71.6	76.6	78.3	
		Province	60.8	64.6	65.1	70.9	70.2	

Comment on Results

The sustained success on this outcome continue to be the result of our efforts on several fronts: improved communication with parents; highlighting in a variety of publications the achievements and accomplishments of our students; participation in educational partnerships with Chinook Regional Career Transitions and CAREERS, the Next Generation; and student participation in regional and provincial skills competitions. Our continuing recognition of outstanding past graduates through the Palliser Wall of Fame inspires students to believe that school is preparing them to meet their aspirations and goals.

Additionally, our students benefit from the mobile CTS facilities that enhance attitudes and behaviors necessary for the workplace.

Our students this year also benefited from the expansion of our career and academic counseling team, for the first time working with students from Grade 9-12 across the jurisdiction.

Graph of Overall Authority Results (optional)
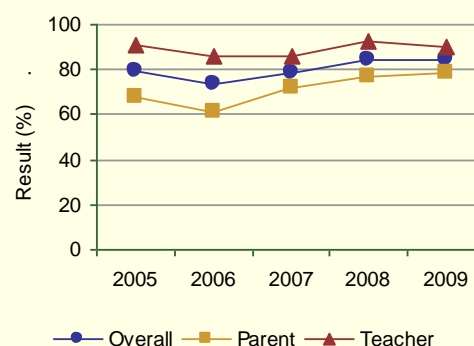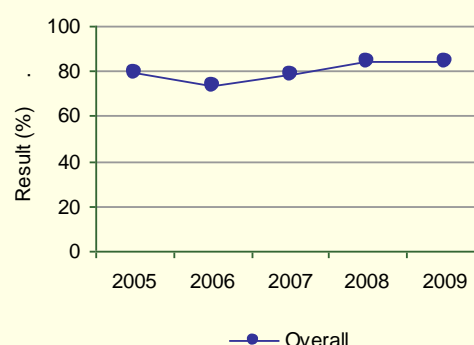
Overall

Overall   Parent   Teacher

Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Outcome: Students model the characteristics of active citizenship.

Performance Measure			Results (in percentages)					Target
			2005	2006	2007	2008	2009	2009
Percentages of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	Overall (required)	Authority	77.2	78.2	77.3	83.0	86.4	if set
		Province	75.3	76.8	76.6	77.9	80.3	
	Teacher (optional)	Authority	90.7	92.1	90.7	95.3	95.3	
		Province	89.5	90.3	89.9	90.6	91.8	
	Parent (optional)	Authority	72.0	72.3	75.3	80.3	86.8	
		Province	70.3	72.4	72.6	74.7	77.4	
	Student (optional)	Authority	69.0	70.1	66.0	73.3	77.0	
		Province	66.1	67.5	67.1	68.5	71.8	

Comment on Results

Our trustees have a strong belief in developing the whole child to graduate outstanding future citizens. As a result, an AISI facilitator championed efforts in this outcome across the division. Schools were encouraged to participate in local, provincial and national student leadership opportunities. A cadre of 15 teachers participated in the National Character Education Conference in the fall, returning to champion initiatives in their community schools.

Volunteer and global outreach projects are evident in a variety of our schools and showcased on our website.

- *Two teachers at Dorothy Dalgliesh Elementary School have continued a leadership project for several years. This project was showcased last year at the provincial AISI conference and locally.*
- *Students from County Central High School in Vulcan participated in the provincial and national Student Leadership Conference.*
- *A Grade 11 student at Noble Central School won the national Royal Canadian Legion poetry contest in honour of Remembrance Day.*
- *Several schools participate annually in international mission trips to build playgrounds and/or homes in Third World countries.*
- *Widespread continuing support for raising funds for cancer research through participation in the Terry Fox Run, as well as the CIBC Run for the Cure.*
- *High school youth volunteer their time to support younger students in an after-school Teens Helping Teens Peer Mentorship Program in Picture Butte, Coaldale, Nobleford, Coalhurst and Vulcan;*

Graph of Overall Authority Results (optional)

Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

• *Many schools support the Operation Christmas Child Shoebox Program sponsored by Samaritan's Purse;* • *Coalhurst High School students raised funds for World Vision;* • *Sunnyside School partners with the Alberta Rose seniors lodge; and*	

Goal Three: Highly Responsive and Responsible Jurisdiction

Outcome: The authority demonstrates effective working relationships.

Performance Measure			Results (in percentages)					Target
			2005	2006	2007	2008	2009	2009
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	Overall (required)	Authority	73.2	74.9	80.7	82.6	86.7	if set
		Province	76.1	77.9	77.5	78.2	80.1	
	Teacher (optional)	Authority	83.7	84.5	89.2	91.5	93.2	
		Province	87.0	87.6	87.1	87.5	88.0	
	Parent (optional)	Authority	62.6	65.3	72.2	73.7	80.2	
		Province	65.2	68.1	67.9	69.0	72.2	

Comment on Results

Four service areas were established within the jurisdiction. Stakeholder meetings involving trustees, school council members, principals, teachers, support staff group representatives, students at Grades 9 and 11, senior and central office administration were hosted in February to invite input on what should be the key priorities for budget decisions. Participants were asked to respond to two questions:

- *How should Palliser be promoting improved student nutrition, health and wellness?*
- *Identify priorities for the district to address in 2009-10.*

The jurisdiction continues to have a high expectation that teachers will establish an effective working relationship with parents. One accountability mechanism is each school establishes a communications plan identifying a range of strategies supporting enhanced communications with parents. Examples include good news calls, letters, current and informational school websites and home visits.

In a biannual survey of parents of special education students completed by Schollie Research and Consulting in February 2008, parents reported a 92% satisfaction rating with the program and the progress of their children. Parents of students with severe special education needs reported 95% satisfaction.

Graph of Overall Authority Results (optional)
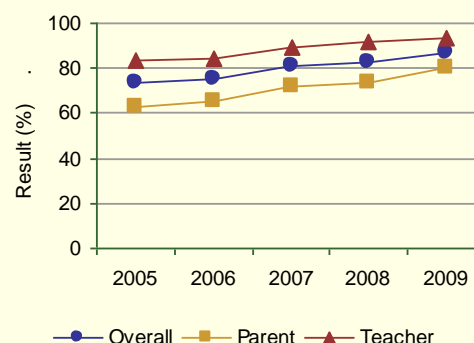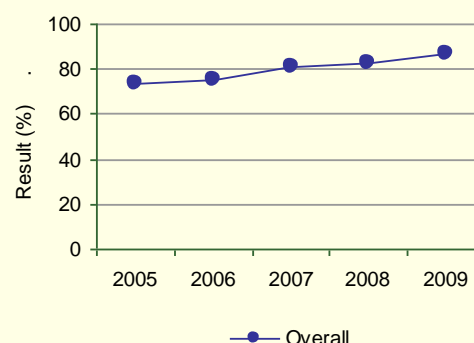
Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

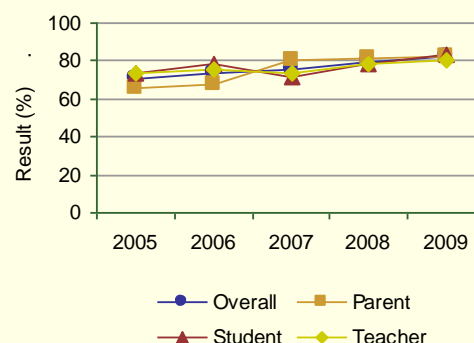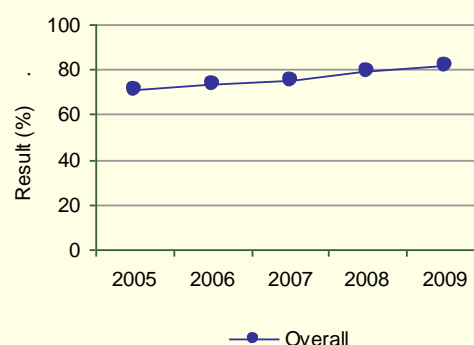*Outcome: The authority demonstrates leadership and continuous improvement.*

Performance Measure			Results (in percentages)					Target
			2005	2006	2007	2008	2009	2009
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.	Overall (required)	Authority	70.9	73.9	75.2	79.5	82.2	if set
		Province	73.9	76.8	76.3	77.0	79.4	
	Teacher (optional)	Authority	73.8	75.6	73.4	78.4	80.3	
		Province	73.1	75.5	74.5	75.6	78.2	
	Parent (optional)	Authority	65.8	67.5	80.6	81.3	82.8	
		Province	70.9	75.4	75.1	75.9	78.1	
	Student (optional)	Authority	73.2	78.6	71.5	78.7	83.5	
		Province	77.9	79.4	79.3	79.5	81.8	

Comment on Results

Our ongoing commitment to improvement includes:

- *Our annual school review process*
- *Restructuring of our administrators' association*
- *Culture building within admin association*
- *A trustee-central office administrative team-admin association retreat*
- *AISI model*
- *PD advisory committee*
- *Stakeholder meetings*
- *Technology advisory committee*
- *Transportation review completed in June*
- *Staff recognition*
- *Division-wide opening*
- *Professional renewal through reassignment*
- *Beginning teacher induction*
- *Senior admin visitations for reviewing school plans and results*
- *Reviewing administrative procedures manual*

Graph of Overall Authority Results (optional)

Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Outcome: The authority demonstrates leadership and continuous improvement. (continued)

Performance Measure			Results (in percentages)					Target
			2005	2006	2007	2008	2009	2009
The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.	Overall (required)	Authority	70.9	73.3	74.2	75.3	80.3	if set
		Province	76.5	78.2	78.8	80.4	81.5	
	Teacher (optional)	Authority	70.9	73.3	74.2	75.3	80.3	
		Province	76.5	78.2	78.8	80.4	81.5	

Comment on Results

Palliser continues to offer division-wide PD days, enabling teachers to share expertise with colleagues, to encourage ongoing professional learning and to gain optimum benefit from the expertise within the division.

Graph of Overall Authority Results (optional)
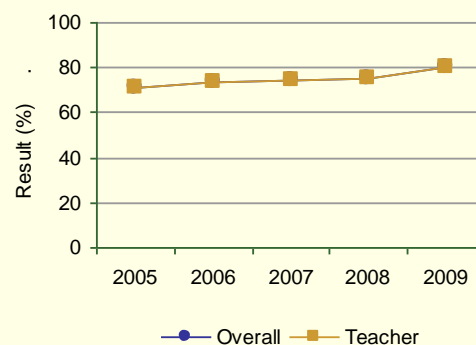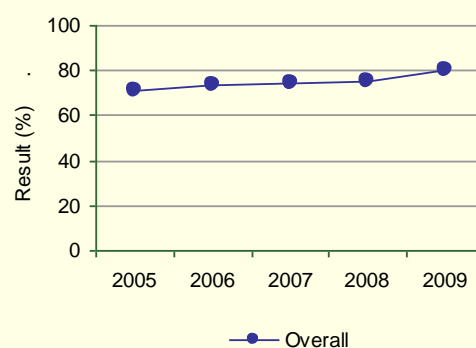
Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (*).

Future Challenges

The addition of alternative Christian schools to Palliser has led to a period of adjustment and learning as societies which ran these once private schools adjust to new roles within the public system. The opportunity to bring students all the benefits of a public education is balanced against some growing pains as societies and school staff adjust to new relationships within Palliser.

Alberta Education's Setting the Direction initiative promises significant change to how special education is funded and structure. Palliser expects a challenge in the coming year will be adjusting to the new system envisioned for the province's special education needs.

Retention and succession planning for professional staff will be a considerable challenge as many of our employees near retirement. Palliser will continue initiatives including its new teacher induction program and development of a support program for new school administrators in an effort to ensure we are prepared for the human resources needs of the future.

Sustaining and improving on the excellent academic results across the district will be a challenge.

Palliser envisions financial constraints will represent a significant challenge in the coming year.

Summary of Financial Results

2008-09 marked a significant change in Palliser's finances. With the addition of three Calgary schools, Palliser's annual revenue grew to $63 million for the year, from $47 million in 2007-08.

- *Palliser expenses in 2008-09 exceeded budget by four per cent. The division had planned for a $1.5 million deficit to draw down its reserves. The additional spending was largely in instructional costs, with about $1.5 million in salaries and benefits to teachers and other instructional staff and $1 million in instructional services, contracts and supplies; $500,000 in maintenance; $220,000 in transportation; $280,000 in amortization for technology equipment purchased during the year; and $184,000 in Early Childhood Services. Administrative costs remained at 2.91 per cent of all spending, well below the four per cent allowed by Alberta Education.*

- *Palliser has planned to address the 2008-09 shortfall within the 2009-2010 budget year.*

- *For a copy of Palliser's audited financial statements, visit our website at http://www.pallisersd.ab.ca/docs/library/Audited_Financial_Statements_2008-2009.pdf.pdf or contact Central Office at 403-328-4111, toll-free at 1-877-667-1234 for a copy.*

- *Audited financial statements for all jurisdictions are also posted on Alberta Education's website at http://education.alberta.ca/admin/funding/audited.aspx*

Key Financial Information at Aug. 31, 2008

- Annual Operating Deficit $3,712,660

- Accumulated Operating Deficit $665,865

- Capital Reserves $0
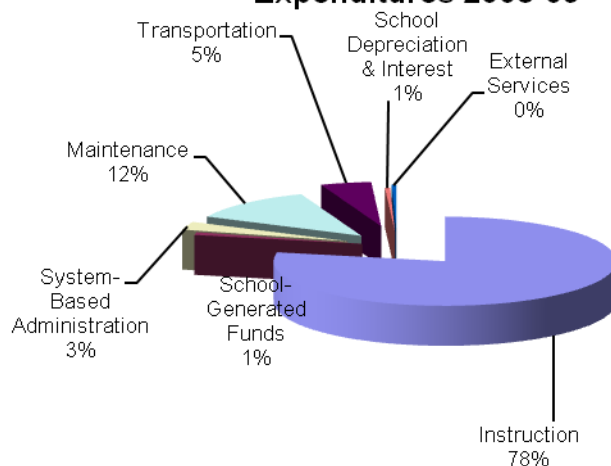
Summary of Financial Results (continued)

Revenue	$63,203,540	
Province	$59,228,775	93.71%
School-Generated Funds	$665,934	1.05%
Federal Government	$913,394	1.45%
Organizations & Individuals	$1,452,430	2.30%
Amortization	$943,007	1.49%

Revenue 2008-09
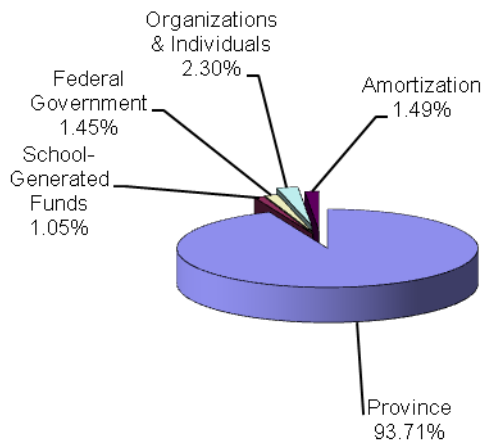
Expenditures	$66,916,200	
Instruction	$52,336,370	78.21%
School-Generated Funds	$665,934	1.00%
System-Based Administration	$1,945,842	2.91%
Maintenance	$8,132,706	12.15%
Transportation	$3,209,674	4.80%
School Depreciation & Interest	$322,901	0.48%
External Services	$302,773	0.45%

Expenditures 2008-09

Summary of Financial Results (continued)

Expenditures by Object $66,916,200

Salaries & Benefits	$51,623,950	77.15%
Services & Supplies	$12,475,780	18.64%
School-Generated Funds	$665,934	1.00%
All Depreciation & Interest	$2,150,536	3.21%

Expenditures by Object 2008-09

Salaries & Benefits 77%

Services & Supplies 19%

School-Generated Funds 1%

All Depreciation & Interest 3%
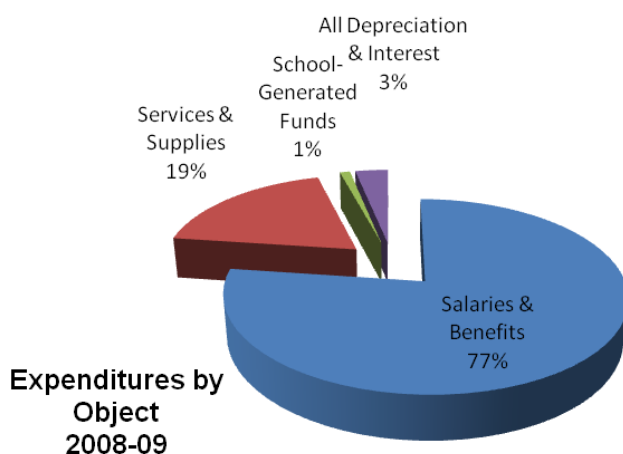
Capital and Facilities Projects

In 2008-2009, Palliser spent $2.4 million on the purchase of two portable CTS trailers which can house a variety of equipment and be moved between schools. The trailers enabled Palliser to offer more rural students the opportunity to take CTS courses.

Palliser continued design and preparation for a $12.3 million modernization of Picture Butte High School. The project is expected to go to tender in late 2009.

Publication and Communication

Palliser is committed to open communication with its parents and other stakeholders. Documents including the annual AERR are posted on the Palliser website. See the "Documents" section at www.pallisersd.ab.ca for various reports and plans pertaining to our jurisdiction.

In addition to its website, Palliser has issued news releases and encouraging media reporting of its provincial achievement and diploma exam results and its Accountability Pillar results.

School administrators in Palliser are advised to discuss school results with their school councils and encourage councils to be involved in establishing school goals and priorities.

Links to the websites maintained by our schools can be found on the division's website at www.pallisersd.ab.ca under "Schools."