

**Combined 3-Year Education Plan and Annual
Education Results Report (AERR) for
School Authorities**

**Seventh-day Adventist Schools in Alberta
Jurisdiction #9382**

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Message from the Board Chair

The head office for the Seventh-day Adventist Schools in Alberta is located at the Alberta Conference of the Seventh-day Adventist Church Headquarters, 5816 Highway 2A, Lacombe, Alberta. An electronic copy of this document will be at each school site, as well as a hard copy at the central office and posted on the Office of Education website at <https://albertasdaedu.org>. Specific financial information and the Audited Financial Statement may be accessed through Corene Glover or cglover@albertaadventist.ca

Accountability Statement

The Annual Education Results Report for the 2019-2020 school year and the Education Plan for the three years commencing September 1, 2020 for the Seventh-day Adventist Schools in Alberta was prepared under the direction of the Board of Directors in accordance with the responsibilities under the *Private Schools Regulation and the Education Grants Regulation*. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning results.

The Board approved this combined Annual Education Results Report for the 2019-2020 school year and the Three-year Education Plan for 2020-2023 on December 3, 2020.



Gary Hodder
Chairperson

Foundation Statements

Vision Statement:

To inspire in each student a life of faith, wisdom, and service

Mission:

The mission of the Seventh-day Adventist school system in Alberta is to inspire in each student a life of faith, wisdom, and service. We will seek to do this by:

- Providing daily opportunities for students to see Jesus, through curricular and extracurricular programs, through healthy relationships and through service
- Striving for excellence through a variety of challenging academic activities that engage learners and promote their success.
- Maintaining a safe learning environment that reflects Adventist values, respects diversity, and promotes collaboration.
- Planning for continuous school improvement by making strategic use of various assessment data, research, and input from school stakeholders.
- Acting ethically and professionally, promoting fairness, transparency, trust and the holistic well-being of every student.

Principles:

Our goal is that every student who attends a Seventh-day Adventist school in Alberta will graduate with:

1. The confidence that God loves them and has a plan for their lives
2. An ever-deepening relationship with Jesus
3. A wide range of transferable skills and abilities that will equip them for further education or the workplace of their choice
4. The ability to think critically and act compassionately
5. A passion for lifelong learning and service

Beliefs:

The most important task of education is “to restore in man the image of his Maker, to bring him back to the perfection in which he was created, to promote the development of body and soul, which the divine purpose of His creation might be realized—this was to be the work of redemption. This is the object of education, the great object of life.” (Education, pp. 15-16)

1. Students are entitled to a safe, secure and caring learning environment where each individual is respected and valued.
2. All students can learn and experience success.
3. High learning expectations challenge all students to learn and achieve.
4. The success of a student is the shared responsibility of the harmonious cooperation of home, school and church.
5. Quality educational programs develop the whole person—spiritual, physical, intellectual and emotional dimensions.
6. The development of character and revealing to the youth knowledge of God, Creator and of Christ, the Redeemer (as revealed in the sacred Word) is of primary importance.
7. Emphasis to the principle of service of God and man prepares students for a life of service to their church and community.
8. Teachers must be active members of the Seventh-day Adventist Church in good standing and be committed to the program of the church.

9. Education is an essential building block to our church's future and society in which we live.
10. Parents and church members have opportunities for meaningful involvement in important decisions about their children's education.
11. Access to Adventist Education is open to all students who wish to receive an education that integrates faith with learning
12. Divine wisdom and guidance through sincere prayer, Bible study and reflection enhances the education experience and character development of each student.

Trends and Issues

Unique contributing factors that tend to impact this jurisdiction:

1. 50% of the schools in Jurisdiction #9382 have multi-grade classrooms. In this context, multi-grade is defined as classrooms with three or more grades under the instruction of one teacher.
2. The AB Conference operates an online school (PACeS) which tends to be a transition program for the start of high school, which can impact the district wide high school completion rates (see May 2020 accountability pillar overall summary).
3. High School enrollment numbers tend to be low across the conference creating a unique challenge for extra programming. (See May 2020 Program of Studies - Measure Details)
4. The AB Conference operates a First Nations school and continually strives to implement strategies and programming to maintain high school enrollment numbers and completion rates
5. (see May 2020 accountability pillar overall summary)
6. All teachers have SDA Denominational Certification or are working towards SDA Denominational Certification. This is achieved through a process of academic credits and professional activity participation required to be submitted every year. Certificates are issued upon completion of the requirements. Once the certificate is given, teachers need to continue upgrading to keep certification current.
7. The Learning Coach continues to assist teachers in making improvements in classroom management and lesson delivery, in IPP writing, and in identifying where student accommodations are needed for writing PAT's and Diploma Exams.
8. Teachers and students had to adapt to new learning environments due to COVID-19. District office sought out training for online learning for our teachers to help ease the stress of teaching in an unknown classroom world.
9. PACeS (online school) was able to bring a wealth of knowledge to share with our brick and mortar school teachers. Their experience is invaluable in that it boosted the confidence of those who never imagined teaching online.
10. The well being of our teachers, especially their mental health has taken a toll. We continued to support them and be transparent with them, by frequently connecting with them virtually and giving them the opportunity to verbalise their concerns.
11. The Grade 5-6 outdoor school program also had to be cancelled which made many students sad. To accommodate this experience we created a virtual outdoor school which many students enjoyed.
12. Despite COVID-19 restrictions, District office was able to conduct optional teacher evaluations virtually.

Summary of Accomplishments

1. School evaluations and teacher evaluations continue with an emphasis in best teaching practices and yearly/unit planning reflecting TQS and AB Ed requirements.
2. Professional Development continues jurisdiction wide, which included a two-day Teachers Convention in February 2020 with emphasis on school culture, building thinking classrooms and spiritual renewal. Teachers report annually their professional development accomplishments.
3. The Learning Coach continues to train teachers on inclusion in the classroom, best teaching practices, and assessing and writing IPP's for special needs students.
4. The jurisdiction continues to operate Prairie Adventist Christian eSchool, our K-12 distance learning school. In this learning environment, teachers instruct on-line in a virtual classroom (Zoom). PACeS is made available for all SDA students who may or may not have access to an SDA school. Students from the public or other faith-based backgrounds are welcome to apply to PACeS if this model fits the needs of the student. Enrollment continues to increase as parents see this is a viable education option for them.
5. Home education students are part of PACeS. Traditional home education is being offered, as well as a blended program. PACeS is the only school where homeschool education is offered in our jurisdiction. Home visits are completed twice per school year which includes a standard based evaluation.
6. The annual Principal's Retreat took place in October 2019.
7. The Kindergarten teachers continue to meet on a quarterly basis to support and collaborate with each other professionally.
8. The Microschool teachers (Microschools are those schools with four teachers or less) meet twice/year face to face for support and collaboration as well as twice/year online for additional support.
9. This is the sixth year of using PowerSchool as the student information system. Training continues for administrators and teachers as needed.
10. The Principals continue to collaborate in Professional Learning where they meet face to face once/per (weekly from March 2020-August 2020) to share ideas, problem solve, learn professionally and support each other.
11. There is an Encounter Facebook page where teachers can submit activities, pictures, resources, and other ideas regarding the North American Division Bible program which all schools have adopted.
12. Grade 9 Outdoor School took place in the fall of 2019. The Grade 7/8 Lake Expedition and Grade 5/6 Outdoor school was cancelled due to COVID-19.
13. Two of our High Schools attended Outdoor Education at Palisades camp where the students receive credit for the programming.
14. From mid March 2020 until the end of the school year, COVID-19 forced all of our brick and mortar schools to an online environment.
15. Principals and teachers did phenomenal work in creating safe online environments for all students.
16. Teachers went through online training for various platforms that could be used to teach and connect with their students.
17. Central office intentionally collaborated with all schools i.e. teachers, principals, and parents as we navigated the COVID journey together in support of each other.

May 2020 Accountability Pillar Overall Summary

Measure Category	Measure	Alberta Conference 7th Day Ad			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	92.2	88.6	89.9	89.4	89.0	89.2	Very High	Improved	Excellent
Student Learning Opportunities	Program of Studies	77.9	75.2	75.3	82.4	82.2	82.0	Intermediate	Maintained	Acceptable
	Education Quality	91.9	91.4	91.7	90.3	90.2	90.1	Very High	Maintained	Excellent
	Drop Out Rate	0.8	0.0	0.6	2.7	2.6	2.7	Very High	n/a	n/a
	High School Completion Rate (3 yr)	55.9	72.7	65.5	79.7	79.1	78.4	Very Low	Maintained	Concern
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	43.3	45.0	n/a	73.8	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	11.0	8.9	n/a	20.6	20.0	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	77.1	72.9	n/a	83.6	83.4	n/a	n/a	n/a
	Diploma: Excellence	n/a	12.4	12.4	n/a	24.0	23.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	43.2	76.0	63.0	56.4	56.3	55.6	Low	Declined	Issue
	Rutherford Scholarship Eligibility Rate	75.0	79.3	81.3	66.6	64.8	63.5	Very High	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	50.0	69.6	68.3	60.1	59.0	58.5	Intermediate	Declined	Issue
	Work Preparation	94.7	89.1	93.8	84.1	83.0	82.7	Very High	Maintained	Excellent
	Citizenship	87.7	86.1	87.2	83.3	82.9	83.2	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	93.6	87.4	88.3	81.8	81.3	81.2	Very High	Improved	Excellent
Continuous Improvement	School Improvement	86.7	79.9	83.5	81.5	81.0	80.9	Very High	Improved	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
4. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
5. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.
10. Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

Measure Evaluation Reference (Optional)

Achievement Evaluation

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

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

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Rutherford Scholarship Eligibility Rate	0.00 - 47.98	47.98 - 55.78	55.78 - 68.95	68.95 - 74.96	74.96 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

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

Improvement Table

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

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

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

Overall Evaluation Table

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

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

Category Evaluation

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

Outcome One: Alberta’s students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	45.8	48.1	43.5	43.3	n/a	48.0	n/a	n/a	n/a	n/a	50.0	52.0
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	7.4	8.2	7.5	11.0	n/a	12.00	n/a	n/a	n/a	n/a	13.0	14.0

Comment on Results (OPTIONAL)

Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of “Improved” or “Improved significantly” on Accountability Pillar measures, may be included.

Strategies

For each outcome, authorities must develop and include strategies (at least one strategy for each outcome) in the plan to address Accountability Pillar results.

Our jurisdiction engaged a consultant to guide our principals and teachers through the process of analyzing the data, interpreting the results and helping to use the PAT information to guide instruction. Our first session took place January 21, 2020. We were planning a second session for later in the spring of 2020 but due to COVID-19 have had to suspend plans until restrictions are lifted.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	80.0	75.9	65.5	77.1	n/a	48.0	n/a	n/a	n/a	n/a	74.0	76.0
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	15.4	18.0	6.9	12.4	n/a	13.0	n/a	n/a	n/a	n/a	15.0	17.0

Comment on Results (OPTIONAL)

Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of “Improved” or “Improved significantly” on Accountability Pillar measures, may be included.

Strategies

For each outcome, authorities must develop and include strategies (at least one strategy for each outcome) in the plan to address Accountability Pillar results.

1. **More intentionality in familiarizing principals and teachers with the process of exam accommodations.**
2. **Our jurisdiction engaged a consultant to guide our principals and teachers through the process of analyzing the data, interpreting the results and helping to use the PAT information to guide instruction. Our first session took place January 21, 2020. We were planning a second session for later in the spring of 2020 but due to COVID-19 have had to suspend plans until restrictions are lifted.**

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
4. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2020	Achievement	Improvement	Overall	2021	2022	2023
High School Completion Rate – Percentage of students who completed high school within three years of entering Grade 10.	68.1	55.6	68.3	72.7	55.9	75.0	Very Low	Maintained	Concern	75.0	77.0	79.0
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	64.8	50.5	62.3	76.0	43.2	78.0	Low	Declined	Issue	80.0	81.0	82.0
Drop Out Rate - annual dropout rate of students aged 14 to 18	5.9	0.6	1.1	0.0	0.8	0.0	Very High	n/a	n/a	0.0	0.0	0.0
High school to post-secondary transition rate of students within six years of entering Grade 10.	82.6	67.8	67.5	69.6	50.0	71.0	intermediate	Declined	Issue	71.0	72.0	73.0
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	95.7	75.0	89.7	79.3	75.0	81.0	Very High	n/a	n/a	81.0	83.0	85.0

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
5. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
6. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
8. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Comment on Results (OPTIONAL)

Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of "Improved" or "Improved significantly" on Accountability Pillar measures, may be included.

Strategies

For each outcome, authorities must develop and include strategies (at least one strategy for each outcome) in the plan to address Accountability Pillar results.

1. **Intentional engagement of students with guidance counsellor/career counsellor regarding high school completion and post-secondary options/plans.**
2. **Career fair opportunities for grade 11 and 12 students**

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

Performance Measure	Results (in percentages)						Evaluation			Targets		
	2016	2017	2018	2019	2020	Target 2020	Achievement	Improvement	Overall	2021	2022	2023
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	88.1	87.4	88.1	86.1	87.7	89.0	Very High	Maintained	Excellent	89.0	90.0	91.0

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Comment on Results (OPTIONAL)

Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of “Improved” or “Improved significantly” on Accountability Pillar measures, may be included.

Strategies

For each outcome, authorities must develop and include strategies (at least one strategy for each outcome) in the plan to address Accountability Pillar results.

1. **Schools have internal character development challenges**
2. **Report of outreach activity hours annually to district office**
3. **Schools have a spiritual growth plan that incorporates outreach activities**

Outcome Two: First Nations, Métis, and Inuit students in Alberta are successful

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	*	*	n/a	21.4	*		*	*	*			
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	*	*	n/a	0.0	*		*	*	*			
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	n/a	n/a	*	n/a	*		*	*	*			
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	n/a	n/a	*	n/a	*		*	*	*			

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
6. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.

Comment on Results (OPTIONAL)

Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of "Improved" or "Improved significantly" on Accountability Pillar measures, may be included.

Strategies

For each outcome, authorities must develop and include strategies (at least one strategy for each outcome) in the plan to address Accountability Pillar results.

1. Continue to intentionally involve FNMI parents/caregivers as partners in their child's education
2. Learning clubs within the classrooms to help develop and improve academic outcomes for students
3. Intentionality of meeting the TQS indicator #5 with infusing curriculum where possible with FNMI content and relevance

Outcome Two: First Nations, Métis, and Inuit students in Alberta are successful (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020	2020	Achieve	Improvement	Overall	2021	2022	2023
High School Completion Rate – Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	*	*	n/a	*	n/a		*	*	*			
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		*	*	*			
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	*	0.0	0.0	*	0.0		*	*	*			
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	n/a	n/a	n/a	*	*		*	*	*			
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
5. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
6. Student demographic data used when calculating Student Outcome Measures and Provincial Achievement Tests results was updated in October 2016. This impacted results based on enrolment (e.g., self-identified First Nations, Métis and Inuit), exception (e.g., learning disability) and grant program codes (e.g., English as Second Language students) reported in previous years.
7. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Comment on Results (OPTIONAL)

Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of “Improved” or “Improved significantly” on Accountability Pillar measures, may be included.

Strategies

For each outcome, authorities must develop and include strategies (at least one strategy for each outcome) in the plan to address Accountability Pillar results.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023
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.	76.5	73.6	77.0	75.2	77.9	77.0	Intermediate	Maintained	Acceptable	79.0	81.0	83.0

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Comment on Results (OPTIONAL)

Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of "Improved" or "Improved significantly" on Accountability Pillar measures, may be included.

Strategies

For each outcome, authorities must develop and include strategies (at least one strategy for each outcome) in the plan to address Accountability Pillar results.

1. **Most schools participate in the Computers for School program. All schools have access to iPads, Chromebooks and/or laptops. Smart boards are in every classroom in this jurisdiction.**
2. **Jurisdiction offers a Grade 5 & 6 Outdoor School; Grade 7 & 8 Lake Expedition; and Grade 9 Outdoor Education programs. We also provide opportunity for Grade 10 to 12 Outdoor Education program with credit in conjunction with Park Canada**
3. **All teachers are required to hold a current Seventh-day Adventist certificate. To qualify for this certificate, there are certain requirements that need to be met every five years which includes classes for credit and/or professional development workshops or seminars or conventions or reading professional magazines/books.**
4. **Jurisdiction 9382 provides an annual convention where all teachers are required to participate. Every five years the Seventh-day Adventist Church in Canada plans a Canada-wide Convention that exposes our teachers to new curriculum, strategies and educational pedagogy.**
5. **Every six years the North American Division of Seventh-day Adventists plans a Division-wide Convention that exposes our teachers to influential educators**
6. **Teachers are evaluated from the principal and/or head office on a regular rotation. Teachers with one to three years experience are evaluated on an annual basis by head office and principals. Teachers with four to ten years experience are evaluated every second year by head office and every year by their principal. Teachers with over ten years experience are evaluated every three years either by head office or their principal.**
7. **Each teacher is eligible for professional development funds, that may be accumulated up to three years, to be used for taking courses or seminars that may enhance their craft.**

Outcome Four: Alberta’s K-12 education system is well governed and managed

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2016	2017	2018	2019	2020	2020	Achievement	Improvement	Overall	2021	2022	2023
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.	91.2	89.1	92.0	88.6	92.2	91.0	Very High	Improved	Excellent	93.0	94.0	95.0
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	92.8	91.2	92.6	91.4	91.9	92.5	Very High	Maintained	Excellent	92.5	93.0	93.5
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	93.5	97.0	95.3	89.1	94.7	90.0	Very High	Maintained	Excellent	95.0	95.5	96.0
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning. <i>(This measure is required for charter and private school authorities that do not have grades 10-12.)</i>	77.5	81.8	81.3	74.6	82.0		n/a	n/a	n/a			
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	89.7	88.5	89.0	87.4	93.6	88.5	Very High	Improved	Excellent	94.0	94.5	95.0
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	82.8	84.5	86.3	79.9	86.7	83	Very High	Improved	Excellent	87.0	87.5	88.0

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Comment on Results (OPTIONAL)

Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of "Improved" or "Improved significantly" on Accountability Pillar measures, may be included.

Strategies

For each outcome, authorities must develop and include strategies (at least one strategy for each outcome) in the plan to address Accountability Pillar results.

- 1. All schools are encouraged to have a PAC.**
- 2. Encourage membership on the local operating boards.**
- 3. Local operating boards have annual AGM's to keep parents and stakeholders informed.**
- 4. All schools in the jurisdiction hold parent-teacher interviews and/or student-led conferences that give opportunity for parents to have input on their child's education.**
- 5. Parents and students have access to PowerSchool to help keep them informed of student progress throughout the school year**

Summary of Financial Results

	2019-20 AFS	Percentage	Highlights
Revenue Summary			
Alberta Government	\$4,192,456	30.81%	Allocated to teacher salaries
Federal Grants	\$1,358,500	9.98%	Allocated to the First Nations program
Other Revenue	\$8,056,340	59.21%	Includes tuition, fees, donations, operating subsidies, interest, fundraising and income from sales and services
Total Revenues	\$13,607,296	100.00%	
Expenditure Summary			
Instruction	\$9,479,870	69.07%	Includes Home Education, ECS and Grade 1-12 instruction
Administration	\$2,187,437	15.94%	
Operations & Maintenance	\$1,477,036	10.76%	
Transportation	\$ 548,780	4.00%	Funded through a user pay arrangement
External Services	\$ 32,335	0.23%	Funded through a user pay arrangement
Total Expenditures	\$13,725,458	100.00%	

To access the complete Audited Financial Statement please contact Corene Glover at cglover@albertasdaedu.org 403-342-5044 x 236

Budget Summary

Budget 2020 / 2021	
REVENUES	
Alberta Education (excluding Home Education)	\$4,076,700
Alberta Education - Home Education	\$127,900
Total Alberta Education Revenues	\$4,204,600
Federal Government and/or First Nations	\$1,443,000
Instruction fees / Tuition fees	\$1,558,913
Non-instructional (O&M, Transportation, Admin fees, etc.)	\$247,055
Other sales and services	\$112,550
Interest on investments	\$8,075
Gifts and donations	\$442,677
Gross school generated funds	\$287,200

Authority: 9382 Alberta Conference of 7th Day Adventist Church

Amortization of capital allocations (where applicable)			\$386,212
Other (specify):Church/Conf Subsidies, Fundraising for Operations			\$4,922,043
TOTAL REVENUES		\$13,612,325	\$13,612,325
EXPENSES			
Certificated salaries (excluding Home Education)			\$6,124,967
Certificated benefits (excluding Home Education)			\$1,756,024
Non-certificated salaries and wages (excluding Home Education)			\$1,196,346
Non-certificated Benefits (excluding Home Education)			\$120,683
Services, contracts and supplies (excluding Home Ed.)			\$2,930,737
Leases - Other			\$33,030
Severe Disabilities / Program Unit (excluding Home Ed.)			
Early Literacy (excluding Home Education)			
English as a Second Language (excluding Home Ed.)			
<u>Home Education</u>			
Certificated salaries			\$32,951
Certificated benefits			\$8,584
Payments to the parents of a home education student for the purchase of instructional materials			\$72,250
Services and Supplies			\$15,000
Gross school generated funds			\$287,200
Capital and debt services			
Amortization of capital assets			
From restricted funds			\$386,212
From unrestricted funds			\$88,023
Total amortization of capital assets			\$474,235
Interest on capital debt			\$25,100
TOTAL EXPENSES		\$13,077,107	\$13,077,107
SURPLUS(DEFICIT) OF REVENUES OVER EXPENSES			\$535,218
			\$535,218

Parental Involvement

For details please refer to the appropriate policy and requirements for planning and results reporting guide.

- All parents are members of the Home and School Association/Parent Advisory Committee.
- There is parent representation on each local operating board within the jurisdiction
- Parents of students with special needs are included in the program planning for their child
- Parents are regularly communicated with through student agendas, school newsletters, websites, PowerSchool and personal contact

Timelines and Communication

For details please refer to the appropriate policy and requirements for planning and results reporting guide.

- AERR and Three-Year Education Plan may be found at www.albertasdaedu.org
- All schools will have a link to the above website and sent an electronic copy.
- For more information or clarification please contact Ronda Ziakris at rziakris@albertasdaedu.org
- For more information or clarification regarding school treasury please contact Corene Glover at cglover@albertasdaedu.org
- Parents will be notified through PowerSchool, School Newsletters, individual school websites where information will be distributed

Whistleblower Protection

For details please refer to the appropriate policy and requirements for planning and results reporting guide.

There have been no disclosures to our knowledge for the 2019-2020 school year.