



Parkland School Division

High Park School

Accountability Pillar Summary Results Report

October 22, 2018

Background

The Accountability Pillar surveys are administered annually during the months of January to March to:

- Students in Grades 4, 7 and 10;
- Students in Grades 4 through 9 (small schools);
- Parents of students in Grades 4, 7 and 10; and
- Teachers.

Students and teachers complete the surveys online at school while parents receive a copy of the survey by mail and are asked to return the survey directly to Alberta Education by mail. Responses are collected and tabulated into the summary chart released in May and are updated in October to supplement updated academic achievement results through the Provincial Achievement Tests (grade 6 and 9) and the Diploma Examination results (Divisional and First Nations, Métis and Inuit specific).

The Accountability Pillar Summary includes several reports:

- High Park School's overall summary
- High Park School's First Nations, Métis and Inuit (FNMI) Summary (if applicable)
- New results for all survey measures
- Results for derived measures (Drop Out Rate, High School Completion Rate, Post-Secondary Transition Rate, Diploma Examination Participation Rate, Rutherford Eligibility Rate)

Approximate Survey Responses:

- 18 parents responded to the survey which is up from the 17 parents who answered the survey last year. Unfortunately, low survey responses may not accurately represent our parent population;
- In Parkland School Division, approximately 420 parents responded to the survey. The five-year average for parent responses is approximately 392;
- In High Park School, approximately 93 students responded to the survey;
- In Parkland School Division, 2,482 Students (860 in Grades 4-6; 744 in Grades 7-9; 878 in Grades 10-12); and
- In Parkland School Division, 419 teachers responded including 19 teachers from High Park School.

These are approximate numbers as not every student answers every question.

Highlights and Celebrations

- The measure for *Preparation for the World of Work* results show a significant increase. This year we engaged our community in an effort to help our Grade 7-9 students better understand what potential opportunities might be after high school. Students spent two half days in short multi-graded seminar sessions based on individual interest to learn more about specific carers. They were then given the opportunity to job shadow a parent or community member to learn what the job looks like in day-to-day life.
- The measure for *High Quality Education* measure remains high. At High Park School, we pride ourselves in the high quality educational opportunities we provide for students. Staff focus on making learning relevant and meaningful to student interest while ensuring that they cover the curriculum completely. We engage in professional conversations to ensure that we are using evidence based instructional techniques that help students learn new and challenging material at a deep level. This year we are focusing on using short cycle inquiry to explore and better understand individual learning styles and provide multiple means of access to our students so that they can learn in the way that is best matched to their areas of strength.
- The measure for *At Risk Students* measure remains high. The percentage of parents, students and teachers who agree that access to programs for students at risk remains high. This year we introduced a new position to High Park and have added a Community Support Worker to complement the supports that are already in place. We have continued to use the *ZenDen* and Yoga in Schools programs as well as several other small group short term intervention programs to help provide quickly accessible supports when students demonstrate a high level of need. In addition to this, we also utilize our Regional Collaboration Service Delivery team to help us address and triage needs to the appropriate agencies. These supports, when combined with the supports offered by the school, provide a well-developed safety net to help catch kids and get them back on track quickly and effectively.

Areas Requiring Strategic Planning

Parkland School Division's Ultimate Goal is *Student Success and Well-Being*.

The Board's new Education Plan for 2018-2019 targets five Assurance Elements in the domain of Student Growth and Achievement:

1. Students demonstrate student learning outcomes and competencies as outlined in the Alberta Programs of Study.
2. Students demonstrate proficiency in literacy and numeracy.
3. Students demonstrate understanding and appreciation for the diversity of all learners.
4. Students are meaningfully engaged learners who demonstrate confident resilience and are inspired to explore without fear of failure.
5. Students and teachers use assessment feedback to identify strengths and areas of need, set goals for new learning, and continuously reflect on their progress.

Our school's plan for education aligns to the Board's Education Plan.

- Regarding the measure for *Satisfaction of Program Access & Program of Studies* – Parent, teacher and student agreement around the access to Diverse Programming Opportunities for students showed a decline this year. One of the areas where this has been noted is in our extracurricular teams. We

have noticed increased difficulty in obtaining coaches and teacher sponsors for these teams which has limited our ability to provide access to all of the students who are interested in participating. Further to this, access to the gym for practice times has also presented a significant challenge where we have been unable to offer teams because of a lack of space.

Academically Derived measures are also provided on our school webpage. These measures for the 2017-2018 school year include:

- Provincial Achievement Tests (Acceptable and Excellence)
- Participation Rate

Measure by Measure – Survey Results for High Park School

A.1b Program of Studies Measure History: 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.

Location	2014		2015		2016		2017		2018	
	N	%	N	%	N	%	N	%	N	%
ALBERTA	183,681	81.3	216,359	81.3	198,841	81.9	207,304	81.9	175,907	81.8
PSD	3,682	78.9	3,246	78.9	3,508	77.5	3,134	78.8	2,475	78.4
HIGH PARK	213	71.6	182	77.1	90	82.1	74	83.5	79	73.3

A.4 Education Quality: Percentage of teachers, parents and students satisfied with the overall quality of basic education.

Location	2014		2015		2016		2017		2018	
	N	%	N	%	N	%	N	%	N	%
ALBERTA	259,083	89.2	310,056	89.5	285,217	90.1	300,253	90.1	254,026	90.0
PSD	5,402	86.2	4,735	86.6	4,963	86.0	4,686	87.3	3,343	85.6
HIGH PARK	334	85.2	304	89.0	123	89.0	124	91.5	126	91.5

A.6 Citizenship Measure History: Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

Location	2014		2015		2016		2017		2018	
	N	%	N	%	N	%	N	%	N	%
ALBERTA	258,603	83.4	309,506	83.5	284,921	83.9	299,972	83.7	253,727	83.0
PSD	5,383	79.3	4,720	77.8	4,960	75.8	4,673	74.7	3,339	73.7
HIGH PARK	333	82.2	304	81.0	123	79.6	123	83.7	126	79.2

A.7 Lifelong Learning Measure History: Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

Location	2014		2015		2016		2017		2018	
	N	%	N	%	N	%	N	%	N	%
ALBERTA	57,817	69.5	59,361	70.0	62,329	70.7	62,589	71.0	66,144	70.9
PSD	803	61.3	865	61.5	862	57.8	712	58.8	820	55.3
HIGH PARK	43	49.2	46	60.0	41	55.0	36	65.3	32	66.3

A.8 Work Preparation Measure History: 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.

Location	2014		2015		2016		2017		2018	
	N	%	N	%	N	%	N	%	N	%
ALBERTA	57,035	81.2	58,549	82.0	61,412	82.6	61,674	82.7	65,186	82.4
PSD	798	72.0	851	74.3	856	72.3	696	76.2	809	70.4
HIGH PARK	43	71.6	45	74.6	40	81.6	35	85.4	32	94.4

B.2 Satisfaction with Program Access Measure History: Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.

Location	2014		2015		2016		2017		2018	
	N	%	N	%	N	%	N	%	N	%
ALBERTA	146,578	71.6	131,636	71.7	157,921	72.7	159,543	73.2	251,836	72.8
PSD	918	70.3	1,118	68.4	898	61.7	719	61.4	3,327	65.4
HIGH PARK	44	41.4	49	56.1	40	49.7	36	57.4	124	63.5

B.3 Program of Studies – At Risk Students Measure History: Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.

	2014		2015		2016		2017		2018	
Location	N	%	N	%	N	%	N	%	N	%
ALBERTA	147,622	83.8	132,601	84.2	159,115	84.6	160,737	84.9	253,515	84.2
PSD	922	82.0	1,127	78.7	912	79.9	722	81.1	3,336	77.9
HIGH PARK	44	82.4	50	75.0	41	75.1	36	83.2	125	81.1

B.4 Safe and Caring Measure History: 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.

	2014		2015		2016		2017		2018	
Location	N	%	N	%	N	%	N	%	N	%
ALBERTA	258,297	89.1	309,172	89.2	284,589	89.5	299,627	89.5	253,494	89.0
PSD	5,374	87.0	4,712	86.7	4,955	85.2	4,668	84.8	3,333	83.3
HIGH PARK	333	88.5	304	88.6	123	89.8	123	90.1	125	86.8

C.1 Parental Involvement Measure History: Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	2014		2015		2016		2017		2018	
Location	N	%	N	%	N	%	N	%	N	%
ALBERTA	59,298	80.6	60,757	80.7	63,739	80.9	63,905	81.2	67,509	81.2
PSD	818	77.0	896	76.9	878	75.8	721	76.8	838	74.4
HIGH PARK	44	77.8	50	82.5	41	80.9	36	85.7	32	81.6

D.6 In-Service Jurisdiction Needs Measure History: 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.

	2014		2015		2016		2017		2018	
Location	N	%	N	%	N	%	N	%	N	%
ALBERTA	27,137	81.0	28,738	82.4	30,287	83.9	31,288	84.3	32,428	84.3
PSD	427	81.6	459	81.6	471	75.4	426	83.8	415	79.6
HIGH PARK	22	78.8	26	79.5	22	83.1	19	94.7	14	71.4

E.2 School Improvement Measure History: 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.

	2014		2015		2016		2017		2018	
Location	N	%	N	%	N	%	N	%	N	%
ALBERTA	254,953	79.8	305,456	79.6	282,880	81.2	297,632	81.4	251,246	80.3
PSD	5,322	77.1	4,659	74.7	4,927	75.1	4,646	73.3	3,322	71.9
HIGH PARK	330	73.2	301	72.5	122	84.1	122	88.4	125	79.8