Administrative Procedure 100

THREE-YEAR EDUCATION PLANS
AND ANNUAL EDUCATION RESULTS REPORT (AERR)

Background

Planning in education is an essential part of ensuring that all students have equitable opportunities to acquire the knowledge, skills and attitudes they need to be self-reliant, responsible, caring and contributing citizens. Every School Division is accountable for their performance in meeting responsibilities and ensuring student growth and achievement. Education Plans and Annual Education Results Reports, required by Alberta Education, must align with the Alberta Education Three-Year Business Plan. Education Plans are formal documents that demonstrate accountability, provide assurance for continuous improvement and developed for a fixed three-year period.

Foothills School Division Education Plans and Annual Education Results Reports are consistent with Alberta Education's vision, mission and priorities. Education Plans outline priorities for student learning, guides budget decisions and forms the basis for reporting on progress and achievement. These plans ensure the education system efficiently and effectively meets the education needs of Alberta Students and the Foothills School Division Community. Assurance in education occurs through building relationships, engaging with education partners and sustaining a culture of continuous improvement and collective responsibility. A key component in the development of Education Plans and Annual Education Reports is stakeholder engagement. Divisions/Schools are expected to engage students, parents, staff and community members in the planning process. They are also required to share progress on achieving priorities. Effectively engaging stakeholders in the development of these plans and sharing results ensures responsiveness to local needs, increases stakeholder understanding of education matters, improves decision-making and enhances ownership for decisions.

Education Plans and Annual Education Results Report (AERR) are products and evidence of a continuous improvement process and are core documents for demonstrating accountability and assurance. The Education Plan sets out what needs to be done, including determining priorities, outcomes, measures and strategies that will be implemented to improve results. The plan does not identify everything that the Division/School is doing, but rather includes priorities that require focused attention. The Annual Education Results Report provides the results obtained from implementing the plan and actions taken to meet responsibilities in key assurance domains (Student Growth & Achievement, Teaching and Leading, Learning Supports, Governance, Local & Societal Context). Beyond the required provincial measures, Alberta Education provides results for a number of supplemental measures that Divisions/Schools can use for the Education Plan and AERR as they deem appropriate. In addition to these required components, Divisions/Schools may include other information/evidence that is appropriate in demonstrating progress, growth, improvement and assurance. A wide range of performance measures gives Divisions/Schools a consistent means of measuring progress, helps identify strengths, areas for improvement and determines priorities.

Definitions

Accountability Framework: An accountability framework consists of measurable goals; performance measures that provide information on progress toward and achievement of outcomes; targets that indicate a desired level of performance; strategies that are implemented and adjusted as necessary to improve results over time; evaluation of results achieved, including whether improvement has taken place, and public performance reports.

Assurance Framework: Assurance means demonstrating to Albertans that the education system is meeting the needs of students, and students are successful. Assurance arises from a combination of funding, policies, process, actions, and evidence that help build public confidence in the education system. Assurance is achieved through relationship building and engagement between the all education partners and by creating and sustaining a culture of continuous improvement and collective responsibilities.

Guiding principles for Assurance:
- Recognize that all education partners, each with unique contribution, share responsibility for student growth and achievement
- Build professional capacity and a commitment to continuous improvement
- Facilitate communication and the ongoing engagement of all education partners in respectful collaborative action
- Engage regularly with education partners, across the spectrum of public engagement strategies (informing, consulting, involving, collaborating and empowering)
- Acknowledge that communication must be a constant throughout the engagement process
- Consistently use evidence from a variety of sources to ensure responsive and transparent decision-making
- Reflect local and societal contexts, enabling innovative and flexible responses in classrooms, schools and the division
- Recognize the unique learning needs of students and foster equitable and inclusive learning environments
- Commit to demonstrating fiscal responsibility and effective stewardship of resources in supporting system/school/student outcomes
- Provide a structure to ensure that what is measured and reported is consistent with the best interests of student growth and achievement, and goals of education in the Province of Alberta

Assurance Domains: Assuring the public that the education system is successfully supporting student growth and achievement requires engagement and thoughtful action across all assurance domains. Student growth and achievement is the primary purpose of the education system. The domains of teaching and leading, learning supports and governance support and enable student growth and achievement. Local and societal context is reflected in all other domains.
- *Student Growth and Achievement:* Refers to ongoing progress students make in their learning relative to identified provincial learning outcomes and consistent with their needs, interests and aspirations.
- *Teaching and Leading:* Refers to teachers and leaders analyzing the learning context; attending to local and societal considerations; and applying the appropriate knowledge and abilities to make decision resulting in quality teaching, leading and optimum learning for all.
- *Learning Supports:* Refers to the mobilization of resources (including expertise, facilities, human and community services) required to demonstrate shared, system-wide

responsibility for all children and students, and the application of these resources to ensure quality teaching and leading and optimum learning for all.
- *Governance:* Refers to the processes by which policy leaders attend to local and societal context; determine strategic direction; evaluate policy implementation; and manage fiscal resources to ensure learning supports, quality teaching and leading and optimum learning for all.
- *Local and Societal Context:* Refers to the engagement practices of schools and communities, with support from the broader system, in identifying and responding to the learning needs, interests, aspirations and diverse cultural, social and economic circumstances of students.

Continuous Improvement Cycle: Successful work within and across assurance domains occurs within a continuous improvement cycle that includes evidence-informed decision-making, stakeholder engagement, learning and capacity building. Explore – Develop – Take Action – Evaluate.

Domain: An area of activity where Divisions/Schools have specific responsibilities and for which they are accountable and provide assurance.

Evidence-Informed: Refers to the practices and processes associated with collecting and interpreting information to provide insight into performance, to summarize performance information purposes and for informing decisions.

Performance Measure: Performance measures provide information on important, quantifiable aspects of the education system. They enable schools/school authorities to assess progress toward achieving goals and outcomes.

Outcomes: Measurable statements of what school/school authority seeks to achieve. In broad terms, outcomes answer the question, "What will this look like when we get to where we want to be?"

Strategies: Are actions that schools/school authorities take to achieve goals and desired outcomes that meet the needs of all their students. Strategies may address local circumstances, issues, trends and opportunities.

Procedures

1. **System Planning**
   Foothills School Division has established a system of accountability and assurance that focuses on continuous improvement, evidence-informed decision making and stakeholder engagement. There is a clear connection between school and division plans and priorities, which provides strategic direction to schools. The vision, mission, priorities and guiding principles for decision-making provide overall direction for system planning. Education Plans and Annual Education Results Reports are formal documents that demonstrate how the Division/Schools are performing in meeting responsibilities and providing public assurance. Through the AERR, the Division/Schools collect, analyze and evaluate key performance data arising from the implementation of the education plan. The Division and Schools are accountable for their performance in meeting their responsibilities to positively impact student growth and achievement and engage in robust continuous improvement cycles.

2. **Education Plans**

Division and School Education Plans that meet local needs and fulfil provincial accountability and assurance requirements will be developed and implemented annually. Education plans should clearly outline the priorities and outcomes to be achieved, measures used to assess progress, appropriate research and practice informed strategies implemented to achieve outcomes. Plans should be kept current to ensure focused, efficient and effective change for continuous improvement. As part of the planning process, the Division/School must consider what needs to be done to successfully implement the plan including identifying and allocating resources, those responsible for leading and implementing strategies, providing professional learning to building capacity and establishing a process to monitor progress and make adjustments.

Guidelines
2.1   Plans will be developed/updated annually and include priorities, outcomes, measures, strategies and plan implementation. Plans should be based on results, contextual information, provincial direction and local context.
2.2   Plans will include research and practice-informed strategies that will maintain or improve performance outcomes within and across assurance domains and be focused on student growth and achievement
2.3   Plans will be improvement focused and will identify areas/priorities for improvement each year
2.4   Plans will include the provincially mandated priority areas with strategies and measures
2.5   Plans will include other strategies and measures that reflect local needs
2.6   Plans will be developed for a minimum three year time frame
2.7   Plans will be reviewed regularly and adjusted based on most current provincial and local measures
2.8   Plans will deploy resources to achieve priorities
2.9   Plans will be consistent with the provincial funding framework
2.10 Plans will have outcomes, performance measures and strategies and should address both local goals and system priorities
   • Outcomes (short, medium, long) will clearly describe desired result, are realistic and measurable
   • Measures assess progress on achieving outcomes and effectiveness of strategies and include a combination of provincial and locally developed measures.
   • Strategies are sets of actions taken to achieve priorities and outcomes that are based on best evidence/research and professional judgement.
2.11 The most recent measure results and analysis, as reflected in the AERR, will be used   to support and provide rationale for the priorities/goals, outcomes and strategies established in the Education Plan. There should be a clear connection between the AERR and the subsequent Education Plan which includes:
   • Describing key insights from results analysis that are informing Education Plans
   • Using results to identify areas for improvement and to develop strategies and targets for the next plan
   • Reviewing required provincial measures and reporting requirements and incorporating in the Education Plan
   • Outlining in the plan the full set of measures (provincial & local) that will be used to assess performance and progress

2.12   Stakeholder engagement strategies will be included as part of the Education Plan. Incorporating stakeholder input based on engagement activities at various points in the process is essential. The Division and Schools will engage students, parents, staff and community members in the education planning process, share progress on an ongoing basis and communicate Annual Education Results Report. A variety of methods to communicate and engage with stakeholders in the development of Education Plans and sharing of Results Reports will be utilized. Each school will involve their School Council in updating Education Plans and preparing the Annual Education Results Report. *Section 12 of the School Councils Regulation* requires school councils have the opportunity to provide advice on the development of school Education Plans and Annual Education Results Reports.

2.13   Division Education Plans will be shared and approved by the Board of Trustees and submitted to Alberta Education by May 31st of each year, consistent with the submission of the annual budget. Reports will be made public and posted on the Foothills School Division website

2.14   School Education Plans will be submitted and approved by the Superintendent by June 30th of each year. Plans will be made public and posted on the school website

2.15   Division plans will reflect coherence between provincial and local priorities

2.16   School plans will reflect coherence and alignment with Division plans and priorities

3. **Annual Education Results Reports (AERR)**

As part of a continuous improvement cycle, Divisions/Schools are expected to assess and interpret the results arising from the implementation of their Education Plans and report on their progress toward achieving the priorities and outcomes in their Annual Education Results Report on an annual basis. Annual Education Results Reports provide the results obtained from implementing the plan and actions taken to meet responsibilities in the key assurance domains. Through the process of developing the AERR, school authorities/schools collect, analyze and evaluate key performance data arising from the implementation of the Education Plan. This includes results from provincial measures (required and supplemental) and any locally developed or selected measures used to assess progress on their priorities and within the domains. School authorities/schools analyze their data, considering their local context, and develop insights, draw conclusions and determine implications arising from the results. The Annual Education Results Report for school authorities/schools reflects and summarizes this process and provides stakeholders and the public with accurate, accessible and easy to understand information about the progress and performance of the school authority/school in relation to the priorities outlined in their education plan and the assurance domains. The insights and conclusions arising from the results analysis provides the basis for developing/updating the Education Plan.

Guidelines

3.1   Annual Education Results Reports (AERR) will be developed annually

3.2   AERR will include measuring, analyzing and reporting results

3.3   AERR will report the results for all required provincial measures and describe actions taken to provide assurance in each domain

3.4   AERR will report the performance measure results identified in the Education Plan to assess priorities and outcomes. These measures will include provincial (required & supplemental) and locally developed/selected measures

3.5   AERR will report most current year results, trend results/analysis, achievement and improvement results

3.6   AERR will provide a commentary on the results to put them in context and help stakeholders understand them

3.7   AERR will include insights from results analysis, contextual information, factors affecting performance, and actions taken that contributed to the results

3.8   AERR will include implications for planning arising from the results analysis

3.9   AERR will include a thorough investigation of results and key insights

3.10   The Division will prepare an Annual Education Results Report (AERR). Annual Education Results Reports will be shared and approved by the Board of Trustees and submitted to Alberta Education by November 30th of each year, consistent with the submission of the Division's Audited Financial Statements. Reports will be made public and posted on the Foothills School Division website

3.11   Schools will prepare an Annual Education Results Report (AERR). Annual Education Results Reports will be submitted and approved by the Superintendent by November 30th of each year. Reports will be made public and posted on the school website

4. The Superintendent will:

4.1   Submit the Three-Year Education Plan and Annual Education Results Report to the Board for approval each year;

4.2   Ensure that the Division Three-Year Plan and Annual Education Results Report is submitted to Alberta Education in a form and at a time that meets requirements;

4.3   Prepare a news release advertising the initiatives to be undertaken during the upcoming school year; and

4.4   Make provision for distribution of the Three-Year Plan and Annual Education Results Report and its placement on the Division website.

4.5   Ensure progress reports including areas of success and areas for improvement on the Division Education Plan and Annual Education Results Report will be presented to the Board in accordance with the annual Board Work Plan and as deemed necessary.

Reference: Relevant Legislation and Regulations
              Alberta Education Documents