

ADLC

Alberta Distance
Learning Centre

**Combined Annual Report
and Education Plan
2020-2021**

November 25, 2020

“Success for Every Student”

Section 1 - Accountability and Context

ADLC's Education Plan aligns with Alberta Education's Business Plan. The Education Plan and Annual Report are combined into one document. ADLC's goals, strategies and progress are reported in the ADLC Education Plan / Annual Report.

Governance

ADLC is governed by the publicly elected school board and accountable to the board and Alberta Education. The school board has authorized the Superintendent of Pembina Hills School Division (PHSD) to be the Chief Executive Officer of ADLC. ADLC is authorized to provide services to Alberta School Authorities and their students through a Service Agreement between Alberta Education and Pembina Hills School Division.

Service Agreement Documents:

- [2008-09-11 Service Agreement - Provision of Distributed Learning Programs](#)
- [2012-10-26 1st Amendment](#)
- [2014-07-03 2nd Amendment](#)
- [2016-07-06 3rd Amendment](#)
- [2018-09-14 4th Amendment](#)

Electronically Available Reports

ADLC's combined Annual Education Results Report and Education Plan is electronically available at the following web address:

- <https://www.adlc.ca/about/about-adlc/edplanannualreports/>

Copies will also be available at the Alberta Distance Learning Centre at 4601 – 63 Ave, Barrhead, Alberta.

The press will be informed by their presence at the Board meeting at which the document is received and approved.

The Summary of Financial Results is electronically available at:

- <https://www.adlc.ca/about/about-adlc/edplanannualreports/>

The ADLC budget report is available at:

- <https://www.adlc.ca/about/about-adlc/edplanannualreports/>

About ADLC

On behalf of the provincial government, ADLC supports Alberta schools and their students by providing Grade 1-12 course instruction and teaching resources.

2020-2021 will be the last year that ADLC provides the following services, as Alberta Education has decided to terminate the Service Agreement.

Student Instruction

Through Student Instruction (SI) services, ADLC teachers provide the instruction, guidance and assessment services to your students at a distance. Distance education means teaching and learning when students may not be required to be physically present at specific locations or times.

Instead, students communicate remotely with their teachers and complete course work using print and/or electronic materials. One of the major benefits of distance education is increased flexibility, which allows students to learn at their own pace and at times and locations convenient to them.

Teacher Support

Through Teacher Support (TS) services, teachers can access Alberta Programs of Study courses in whole or in part, for use in their classrooms. Teachers can access print or online courses.

Many teachers use these courses to supplement their instructional materials. New teachers, or teachers new to a course often find value in the opportunity to access ready-to-use course content.

Online

For students who have sufficient access to the internet, online courses can simulate the classroom experience. Online programs offer flexibility, assessment tools and strategies, and frequent student-teacher interaction.

Print

For students who prefer printed materials, this service offers the flexibility of independent reading, instruction, and completion of assignments. ADLC also offers many print resources in a DIY format.

Mission

ADLC is committed to helping students reach their potential through partnerships with schools and providing Grade 1 to 12 students from diverse backgrounds with high quality, innovative resources in an inclusive and flexible learning environment.

Our Motto

Supporting Your Students in Your Schools

Belief Statement

Success for every student.

Vision

To unlock the potential of each learner through equitable, inclusive, and flexible educational opportunities.

Values

- *Excellence* – We're driven to demand the best from ourselves and encourage the same in others.
- *Innovation* – Striving to be a recognized leader in distance education, course instruction and support materials.
- *Collaboration* – Learning takes many dedicated people. Our team is dedicated to communicating and collaborating with partners for the success of individual students.
- *Integrity* – Committed to meaningful, fulfilling and honest relationships with our partners.
- *Flexibility* – There's more than one way to reach a goal, so we work with partners, students, and staff on an individual basis.
- *Inclusion* – Embracing diversity and learner differences to provide the right opportunities for all our learners.

Of Special Note:

The 2019-2020 school year held two unique occurrences that played a significant role in the completion of the school year.

First, on February 28, 2020, Pembina Hills School Division Superintendent found out at an Alberta Education Post Budget meeting that Alberta Education would be terminating the ADLC Service Agreement within the next two years.

Secondly, on March 15, 2020, the Alberta Government announced that Alberta schools would be closed until further notice in response to the COVID-19 pandemic. Student learning would continue remotely and students were not allowed to access their school buildings. Alberta Education standardized tests and exams were cancelled for April through to June.

Each of these instances played a significant role in activities undertaken by ADLC administration as well as PHSD administration.

Based on our experience and previous years' feedback from ADLC students and Alberta partner schools and affiliations, ADLC undertook a series of activities intended to underscore the value ADLC had for students in Alberta and Alberta Education.

Additionally, with the Alberta school closure and the rapid rate of the effects of COVID-19 pandemic, ADLC was unable to conduct student and affiliation surveys as they had in the past.

As well, ADLC focused considerable time and energy on supporting Alberta affiliation teachers with distance education and online course delivery pedagogical support.

More details on these activities will be listed in the following commentary.

ADLC's Education Plan / Annual Report aligns with the Outcomes defined in Alberta Education's Business Plan:

Outcome 1: Alberta's students are successful.

ADLC Outcome 1-A: Students have success with starting and sustaining their learning throughout their ADLC courses.

Outcome 2: First Nations, Metis and Inuit students are successful.

Outcome 3: Alberta has excellent teachers, school leaders and school authority leaders.

Outcome 4: Alberta's K-12 education system is well governed and managed.

ADLC Outcome 4-A: ADLC demonstrates open and transparent communication, collaboration, and engagement with internal and external partners.

Section 2: Outcomes, Strategies, Measures, and Commentary

Outcome 1: Alberta's students are successful.

ADLC Outcome 1-A: Students have success with starting and sustaining their learning throughout their ADLC courses.

Strategies

Communication with and for students, and Relationships to support student success

- ADLC will establish relationships with school authorities and affiliations early to support learning
 - ADLC supports local school authority program decisions by working with their students who they have enrolled into ADLC courses, and this collaboration depends on clear, achievable expectations between the registering school authority and ADLC;
 - ADLC teachers will provide students enrolled with a Welcome Letter that will provide essential information for success in the course and at ADLC;
 - ADLC will use personal and automated methods to keep students on track and identify students requiring intervention and support
 - ADLC will communicate with guardians where appropriate with program information and updates
- ADLC will establish strong early connections and ongoing communications with students, families, and facilitators using, but not limited to, email, Skype, phone, regular mail, and web resources

- o ADLC will provide information on readiness for learning in, and orientation to, distance education for students and school partners
- o Teachers will continue monitoring of student performance through the use of web resources, progress reports, non-working letters, and direct personal communication

Utilization of data for improvements

- ADLC teachers will determine baseline data for student progress
 - o Start date and course completion
 - o Pacing/ timelines
- School staff will undertake data review to ensure quality of education service including, but not limited to in-service on reports built & accessible in SIS or PASI, Department generated data, survey & communications data
 - o School staff will develop formal processes for internal sharing of data

Individualized support for students

- ADLC will work with registering school affiliation ensuring student needs are identified and supported at ADLC where possible.
- ADLC will continue to provide access to teacher-directed academic counselling, programming and enhancements that support students with unique needs or interests including, but not limited to, Successmaker
- ADLC provides Personalized Learning programming options for students in Grades 1–9 in language arts, mathematics, science, and social studies. The focus is on literacy and numeracy, with an emphasis on meeting the unique needs and goals of the student. Students who are advanced, significantly behind, or require special adaptations to cater to their learning styles may benefit from some of the customization available.

Flexible options for completion

- ADLC provides flexible education options to support students with non-traditional schedule restrictions, that will include synchronous and asynchronous instruction
 - o Timeline support for course completion that are outside of traditional school
 - o Timelines that reflect student capacity that will see students engaging in courses more regularly and targeted to complete courses within reasonable timeframes.

Measures

1.1 PAT Acceptable and Excellence Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard, and the percentage who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results). (Note Grade 6 data has been suppressed as a result of low numbers of students).

The chart below could not be updated to include results from 2019-2020.

Missing student achievement data: The COVID-19 pandemic has had a significant impact on the administration of the 2019/20 Provincial Achievement Tests (PATs) and diploma examinations. As a result, Alberta Education will not be releasing an October 2020 update of the Accountability Pillar Results to school authorities.

	% Below Acceptable			% Acceptable			% Excellence		
	2017/18	2018/19	2019/20	2017/18	2018/19	2019/20	2017/18	2018/19	2019/20
ELA 9		14%	COVID		86%	COVID		10%	COVID
Mathematics 9		44%	COVID		56%	COVID		15%	COVID
Science 9		19%	COVID		81%	COVID		29%	COVID
Social Studies 9		27%	COVID		73%	COVID		17%	COVID

1.1.A PAT Participation over 3 Years (2016/17 – 2018/19)

The chart below could not be updated to include results from 2019-2020.

Missing student achievement data: The COVID-19 pandemic has had a significant impact on the administration of the 2019/20 Provincial Achievement Tests (PATs) and diploma examinations. As a result, Alberta Education will not be releasing an October 2020 update of the Accountability Pillar Results to school authorities.

Year		(All)	2016/17, 2017/18, 2018/19											
Row Labels		ADLC Course	Enrolments	Matching record found in #	APORI	Absent #	Excused #	Writing #	% of ADLC Course Enrolments Matching record found in					
									APORI	Absent	Excused	Writing		
⊖	PAT9100	English Language Arts 9	98	85	38	26	21		87%	39%	27%	21%		
⊖	PAT9110	Mathematics 9	172	124	55	28	41		72%	32%	16%	24%		
⊖	PAT9140	Science 9	132	109	55	23	31		83%	42%	17%	23%		
⊖	PAT9150	Social Studies 9	95	80	34	22	24		84%	36%	23%	25%		
Grand Total			497	398	182	99	117		80%	37%	20%	24%		

1.1.B PAT Achievement over 3 Years for Students Who Write (2016/17 – 2018/19)

The chart below could not be updated to include results from 2019-2020.

Missing student achievement data: The COVID-19 pandemic has had a significant impact on the administration of the 2019/20 Provincial Achievement Tests (PATs) and diploma examinations. As a result, Alberta Education will not be releasing an October 2020 update of the Accountability Pillar Results to school authorities.

Year		(All)	2016/17, 2017/18, 2018/19											
Row Labels		ADLC Course	Enrolments	Matching record found in #	APORI	Writing #	Below #	Acpt #	Excl #	% of # Writing				
										Below	Acpt	Excl		
⊖	PAT9100	English Language Arts 9	98	85	21	3	18	2		14%	86%	10%		
⊖	PAT9110	Mathematics 9	172	124	41	18	23	6		44%	56%	15%		
⊖	PAT9140	Science 9	132	109	31	6	25	9		19%	81%	29%		
⊖	PAT9150	Social Studies 9	95	80	24	5	19	3		21%	79%	13%		
Grand Total			497	398	117	32	85	20		27%	73%	17%		

1.2 PDE Acceptable and Excellence (APORI) Overall percentage of students who achieved the acceptable standard, and overall percentage of students who achieved the standard of excellence on Diploma Examinations (overall results).

(Data as of: October 2020)

The chart below could not be updated to include 2019-2020.

Missing student achievement data: The COVID-19 pandemic has had a significant impact on the administration of the 2019/20 Provincial Achievement Tests (PATs) and diploma examinations. As a result, Alberta Education will not be releasing an October 2020 update of the Accountability Pillar Results to school authorities.

	Results by year (%)					Most Recent Evaluation			Targets (when applicable)		
	'16	'17	'18	'19	'20	Achievement	Improvement	Overall	1 year	2 years	3 years
Acc	84.9	84.0	88.4	87.5	na	High	Improved	Good	No targets required		
Exc	25.2	25.9	30.6	25.6	na	Very High	Maintained	Excellent			

1.3 Records of enrolment in ADLC courses through “Student Instruction” (AKA Funded SI Completions).

Start date August 16. End Date August 15.

“Total Enrollments” includes only funded enrollments for both TS and SI (Grades 1-12)

“Completed Enrollments” and “Sum of Credits” only includes Funded SI (Grades 10-12)

Grand Totals	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Total Enrollments (TS)	28,445	30,854	27,779	27,331	25,184
Total Enrollments (SI)	36,241	36,339	32,311	22,941	19,168
Completed HS Enrolments (SI)	15,139	13,846	11,510	9,576	9,502
Sum of Credits (SI)	36,725	34,902	30,507	25,483	27,372

1.3.1 Enrolments by Course and Service (Each course title offered by ADLC and its Alberta Education code, if applicable)

- Link to: [2018-19 Enrolments by Course and Service](#)
- Link to: [2019-20 Enrollments by Course and Service](#)
 - **19,168** registrations in Student Instruction
 - **25,184** registrations in Teacher Support

1.4 Rate by which students start, and complete their courses

	2017-2018	2018-2019	2019-2020
Start rate total enrollments		71%	77%
Start rate high school enrollments only <i>*new</i>			80%
Completion rate total enrollments without non-submitters included		66%	71%
Completion rate high school enrollments without non-submitters included <i>*new</i>			71%
Completion rate total enrollments with non-submitters included		46%	55%
Completion rate high school enrollments with non-submitters included <i>*new</i>			57%

1.4.1 Completions by Course (The number of students who complete each course)

- Link to: [2018-19 Completions by Course](#)
- Link to: [2019-20 Completions by Course](#)

1.5 [ADLC Satisfaction Survey](#): Satisfaction of Students with their ADLC course experiences.

1.5.1 Students: How much do you enjoy the courses you take with ADLC? (Scale of 0-10)

NOTE: Alberta's response to the COVID-19 pandemic began in late February, 2020, and continued through June, 2020. This was the period during which ADLC would have administered the survey. Because of the need to reallocate resources to support Alberta schools and students with the transition to "at-home-learning", the survey was not administered.

	2018-2019			2019-2020			2020-2021		
	"N"	% of 5-6	% 7-10	"N"	% of 5-6	% 7-10	"N"	% of 5-6	% 7-10
Grades 4-6	26	19%	50%	COVID	COVID	COVID			
Grades 7-9	110	28%	51%	COVID	COVID	COVID			
Grades 10-12	1302	30%	58%	COVID	COVID	COVID			
Total	1438	29%	57%	COVID	COVID	COVID			

1.5.2 Students: How interesting are the ADLC courses you take? (Scale of 0-10)

NOTE: Alberta's response to the COVID-19 pandemic began in late February, 2020, and continued through June, 2020. This was the period during which ADLC would have administered the survey. Because of the need to reallocate resources to support Alberta schools and students with the transition to "at-home-learning", the survey was not administered.

	2018-2019			2019-2020			2020-2021		
	"N"	% of 5-6	% 7-10	"N"	% of 5-6	% 7-10	"N"	% of 5-6	% 7-10
Grades 4-6	26	19%	27%	COVID	COVID	COVID			
Grades 7-9	110	29%	49%	COVID	COVID	COVID			
Grades 10-12	1302	25%	53%	COVID	COVID	COVID			
Total	1438	25%	52%	COVID	COVID	COVID			

1.5.3 Students: Which of the following describes you best?

I ALWAYS know what I am supposed to do and learn in my ADLC courses.

I USUALLY know what I am supposed to do and learn in my ADLC courses.

I am OFTEN CONFUSED about what I am supposed to do and learn in my ADLC courses.

NOTE: Alberta's response to the COVID-19 pandemic began in late February, 2020, and continued through June, 2020. This was the period during which ADLC would have administered the survey. Because of the need to reallocate resources to support Alberta schools and students with the transition to "at-home-learning", the survey was not administered.

	2018-2019			2019-2020			2020-2021		
	"N"	% Usually	% Always	"N"	% Usually	% Always	"N"	% Usually	% Always
Grades 4-6	26	50%	19%	COVID	COVID	COVID			
Grades 7-9	110	70%	17%	COVID	COVID	COVID			
Grades 10-12	1302	63%	27%	COVID	COVID	COVID			
Total	1438	63%	26%	COVID	COVID	COVID			

Commentary

Communication with and for students, and Relationships to support student success

- ADLC staff continued to focus on positive and productive relationships to support student learning particularly in light of schools being closed:
 - ADLC Teachers welcomed students early upon registration and maintain strong personal relations with students based on respect, fairness and integrity;

Alberta Distance Learning Centre
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Barrhead, Alberta T7N 1P4

- ADLC Teachers reinforced strategies for success in Distance Education with students throughout their course(s)
- ADLC Teachers communicated with school Distance Education contacts to ensure partnership is well established and supported based on respect, fairness and integrity
- ADLC and students enrolled were generally able to continue studies in a typical fashion as being physically located in a school was not necessary for students to continue with online or print courses;
- There were unique challenges to continuing teaching and learning.
 - There were many students taking distance education courses for the first time.
 - As well, there were some students who understood that engaging in school work and learning was optional despite considerable communication from ADLC stating otherwise.
 - This posed some problems when seeking student engagement in courses, and undoubtedly affected the student learning, and successful completion of courses for some students.

Provincial Achievement Tests

- The COVID-19 pandemic has had a significant impact on the administration of the 2019/20 Provincial Achievement Tests (PATs) and diploma examinations. As a result, Alberta Education cancelled the June Administration of provincial standardized assessments.

Provincial Diploma Exams

- The COVID-19 pandemic has had a significant impact on the administration of the 2019/20 Provincial Achievement Tests (PATs) and diploma examinations. As a result, Alberta Education cancelled the June Administration of provincial standardized assessments.
- In the 2019-2020 school year,
 - there were 133 diploma exams taken by students enrolled
 - in 14 different diploma courses.
- The average achievement of student taking ADLC diploma courses:
 - Met or exceeded provincial Standard of Acceptable in 13 courses
 - Met or exceeded provincial Standard of Excellence in 8 courses
- ADLC teachers review student achievement results in October and collaborate on how to improve teaching and learning throughout the year in Professional Learning Communities, scheduled meetings, and other informal meetings.

Course enrollments

- ADLC supports responsible schools in programming for their students, and consequently depends on the responsible school for registering students at ADLC.
- For the 2019-20 school year ADLC had a total of 19,168 Student Instruction course enrollments. Of those:
 - 2,064 were elementary and junior high enrollments,
 - 16,591 were high school enrollments,
 - and the balance were other registrations (Successmaker, federally funded or north territory schools).

Course completions

- Students started their courses in 77% of enrollments, and finished at completion rates of 71% excluding non-submitters, and 55% with non-submitters included.
- We recognize that the sooner students start their courses, the greater the chances of their success.
- ADLC teachers have been very deliberate in supporting students starting their course. Strategies such as Welcome Letters have ensured that students are connecting with their course teachers sooner, and are overcoming obstacles that affect their course success.
- The 40-day withdrawal (previously 60-days)
 - Despite attempting to contact and connect with students, sometimes the students are not properly prepared, committed, or engaged.
 - The 40-day withdrawal is an automated process intended to first advise students and their distance education facilitator of the impending withdrawal, and then should there be no further attempts at course work, automatically withdraw students from the class list.

Utilization of data for improvements. ADLC uses a variety of data to support teaching and learning.

- Provincial Achievement and Diploma results are reviewed in the fall.
 - This analysis provides ADLC staff information on strengths and areas for improvement that are discussed at scheduled and informal meetings.
- ADLC uses data from the Student Information System (SIS) to inform operational decisions.
 - One such decision concerns Automated Withdrawal processes.
 - We recognize that the sooner students start or are identified as struggling to start, the sooner we can support or adjust programming to better meet student needs.
 - Another operational decision concerned Summer Extensions.
 - This was a provision utilized in July-August 2020 to see 481 students successfully complete their courses.
 - Careful analysis of SIS data has also revealed improvement possibilities.
 - For instance, recognizing appropriate opportunities for student reinstatement rather than re-registering provides more accurate enrollment and completion data.

Individualized support for students

- ADLC provides support for students recognizing the partnership with affiliations and the limitations within ADLC and available support at affiliate schools.
- We have provided the means for affiliations to provide documentations such as Individualized Program Plans (IPP) in the SIS External file location.
 - This allows teachers access to information to better understand student needs. ADLC regularly communicates with affiliate Distance Education facilitators to ensure appropriate ADLC supports or accommodations are available for students.
- ADLC teachers schedule synchronous support sessions for students and are available for informal meetings.

Flexible options for completion

- ADLC structures programming to allow students some flexibility in course progress and completion.
 - ADLC has continuous registration, and recommended timelines, and allows students to complete their courses in timeframes from 60 days for 1-credit courses, and up to 5 months for 5-credit courses, provided they submit work regularly (avoid triggering stall withdrawal).
 - Teachers are available throughout the day and week to support learning.
 - ADLC teachers schedule synchronous support sessions for students and are available for informal meetings.
-

Outcome 2: First Nations, Metis and Inuit students are successful.

Strategies

Engage in Professional Development

- School staff will be provided and supported in the pursuit of professional development on Indigenous education to build school wide capacity and understanding
 - All school staff will participate in school-based FNMI learning opportunities, such as learning about how to implement TRC Education Calls to Action, and other activities concerning Foundational Indigenous learning (Treaties, Agreements, legislation, etc.)
 - All school staff will participate in professional development opportunities identified by school administration
 - Utilize Alberta Education: [Guiding Voices: Evaluation Tool for instructional support](#)
 - Utilize OECD Promising Practices in Supporting Success for Indigenous Students
- ADLC staff will demonstrate Indigenous cultural awareness and foundational knowledge
 - ADLC will support staff knowledge through appropriate resources being available
 - ADLC will initiate and support staff training in staff and department meetings with resources available through Alberta Education (Walking Together), and the Alberta Teachers' Association (Walking Together: Education for Reconciliation)

Nurture Relationships

- ADLC will establish new, and maintain current relationships, in the Indigenous community
 - Learnings from current relationships will be shared to all school staff
 - ADLC will design instructional resources to address specific community needs and expand accessibility to culturally relevant instructional resources
 - ADLC will expand the relationships with Indigenous partners by applying lessons learned in pilot projects with current communities.

Align Systems and Structures

- ADLC will enhance its Student Information System, and structure its exit, satisfaction, and accountability surveys, to offer students and partners the opportunity to self-identify

Measures

2.1 PDE Acceptable and Excellence (APORI) Overall percentage of students who achieved the acceptable standard, and overall percentage of students who achieved the standard of excellence on Diploma Examinations (overall results).

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	Results by year (%)					Most Recent Evaluation			Targets (when applicable)		
	'16	'17	'18	'19	'20	Achievement	Improvement	Overall	1 year	2 years	3 years
Acc	83.7	75.5	80.6	81.8	na	Intermediate	Maintained	Acceptable	No targets required		
Exc	16.3	10.2	22.2	9.1	na	Very Low	Maintained	Concern	15%	18%	21%

2.2 ADLC Satisfaction Survey: Satisfaction of school partners with ADLC courses.

2.2.1 School Partners (certificated DE Contacts only):

How well do ADLC courses do the following:

- Represent FNMI, Francophone and other perspectives (See data in item 3.5.1)

2.2.2 Teacher Support Users How well do ADLC courses do the following:

- Represent FNMI, Francophone and other perspectives (See data in item 3.5.2)

Commentary

Commentary on Achievement

- The COVID-19 pandemic has had a significant impact on the administration of the 2019/20 Provincial Achievement Tests (PATs) and diploma examinations. As a result, Alberta Education cancelled the June Administration of provincial standardized assessments.
- The success of First Nation, Metis and Inuit students taking ADLC diploma courses depends on the collaboration between affiliation school and ADLC.
 - As ADLC becomes more aware of specific support required for the students, ADLC teachers will be better able to meet those needs.
 - We continue to seek collaborative approaches to First Nation, Metis and Inuit student learning and success in education.

Professional Development

- ADLC staff participated in school based PD, such as Dr. Dwayne Donald “*Treaties and Indigenous Pedagogies*”.
- ADLC staff read, reviewed and used TRC 11 Calls to Education Action in PLC and department discussions (utilizing National Centre for Truth and Reconciliation mini-booklet on the 10 principles of reconciliation, 94 Calls to Action, and articles of UN Declaration on the Rights of Indigenous Peoples)
- Staff participated in individual professional learning opportunities aligned with their PGP or as available through Learning consortium or Teachers’ Convention

Align Systems and Structures

- ADLC recognizes professional practice expectations and will continue to support and nurture positive and productive relationships with First Nations, Metis, and Inuit students and community for the benefit of all students

Outcome 3: Alberta has excellent teachers, school leaders and school authority leaders.

Strategies

The “Teacher Support” Resource model

- ADLC will continue to provide free access to online courses and/or electronic copies of any print materials
 - Some courses are available in both English and French.
 - Online courses are designed and delivered in our Moodle Learning Management System.
 - Course resources include planning and instructional tools as well as common assessments

Course Content / Resource Development: Continuous Monitoring and Improvements The primary modality through which teachers and students interact, is the Course Content. The actions of teachers to continuously monitor and improve course content are therefore represented under Outcome Three.

- ADLC is committed to high quality, interactive and engaging learning opportunities
 - Continuous Course Improvement will be part of annual course maintenance
 - ADLC will ensure full alignment of course content with Alberta Program of Studies
- Teacher presence is embedded in course resources and assessment practices

- Teachers will use continuous collaborative analysis and improvement of course resources and assessments
- ADLC will establish PLC time dedicated to collaborative data analysis including, but not limited to, Diploma Exam results analysis, Instructional Design reviews

Collaborations and Connections

- School staff will build and sustain a network of connections through engagement with local, provincial, and, where appropriate, out of province partners by fostering a collaborative culture in support of distance education learning
 - Staff will establish communities of practice/PLC’s and report on the impact on student learning

Teacher Growth, Supervision and Evaluation in a Distance Education Setting

- The administration of ADLC will continue to refine the expectations for teacher growth, supervision and evaluation in a distance education setting

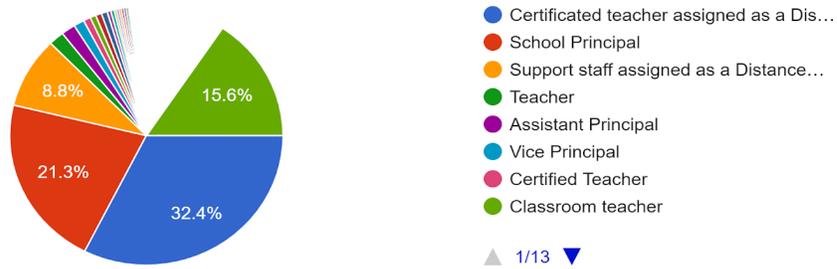
Measures

- 3.1** Description of actions taken to collaborate with affiliates and partners. (See commentary).
- 3.2** Summary of findings resulting from action research and continuous engagement with affiliates. This summary includes feedback from Partner planning events such as the Forecast event (See commentary).
- 3.3** [ADLC Satisfaction Survey: Partner school authority satisfaction with policies and practices in place to facilitate effective distance education services.](#)

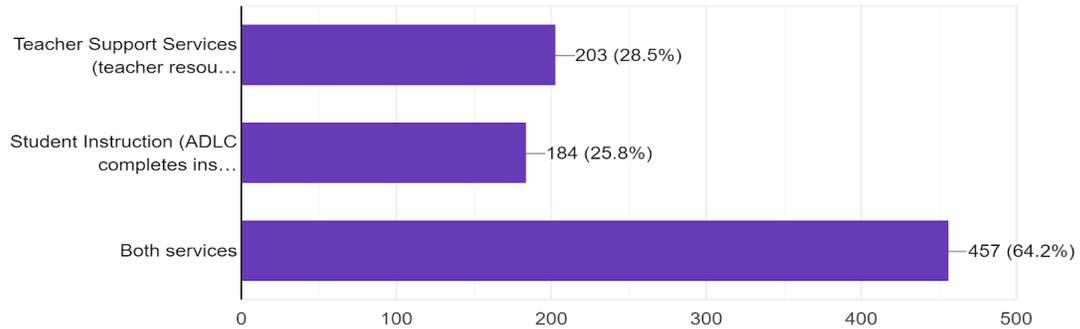
NOTE: Alberta’s response to the COVID-19 pandemic began in late February, 2020, and continued through June, 2020. This was the period during which ADLC would have administered the survey. Because of the need to reallocate resources to support Alberta schools and students with the transition to “at-home-learning”, the survey was not administered.

The charts on the next page show data from the previous year (2018-2019).

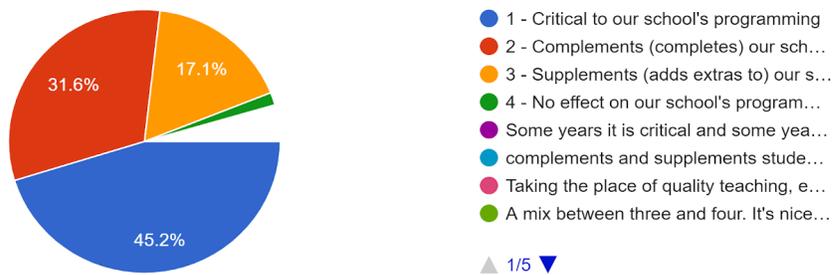
I am a:
712 responses



ADLC provides the following services. Please indicate which your students and teachers utilize.
712 responses



What is the effect of ADLC services on your schools programming?
712 responses



3.4 ADLC Satisfaction Survey: Satisfaction of Students with their ADLC course experiences.

3.4.1 Students: Are you happy with the help you get from ADLC teachers? (Scale of 0-10)

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	2018-2019			2019-2020			2020-2021		
	"N"	% of 5-6	% 7-10	"N"	% of 5-6	% 7-10	"N"	% of 5-6	% 7-10
Grades 4-6	26	12%	69%	COVID	COVID	COVID			
Grades 7-9	110	15%	63%	COVID	COVID	COVID			
Grades 10-12	1302	21%	63%	COVID	COVID	COVID			
Total	1438	20%	63%	COVID	COVID	COVID			

3.4.2 Students: Are you happy with the feedback you get from ADLC teachers about the work you send in? (Scale of 0-10)

NOTE: Alberta's response to the COVID-19 pandemic began in late February, 2020, and continued through June, 2020. This was the period during which ADLC would have administered the survey. Because of the need to reallocate resources to support Alberta schools and students with the transition to "at-home-learning", the survey was not administered.

	2018-2019			2019-2020			2020-2021		
	"N"	% of 5-6	% 7-10	"N"	% of 5-6	% 7-10	"N"	% of 5-6	% 7-10
Grades 4-6	26	4%	73%	COVID	COVID	COVID			
Grades 7-9	110	14%	68%	COVID	COVID	COVID			
Grades 10-12	1302	19%	67%	COVID	COVID	COVID			
Total	1438	18%	67%	COVID	COVID	COVID			

3.4.3 Students: Are you happy with how quickly you get feedback about your work? (Scale of 0-10)

NOTE: Alberta's response to the COVID-19 pandemic began in late February, 2020, and continued through June, 2020. This was the period during which ADLC would have administered the survey. Because of the need to reallocate resources to support Alberta schools and students with the transition to "at-home-learning", the survey was not administered.

	2018-2019			2019-2020			2020-2021		
	"N"	% of 5-6	% 7-10	"N"	% of 5-6	% 7-10	"N"	% of 5-6	% 7-10
Grades 4-6	26	0%	85%	COVID	COVID	COVID			
Grades 7-9	110	16%	70%	COVID	COVID	COVID			
Grades 10-12	1302	16%	72%	COVID	COVID	COVID			
Total	1438	16%	72%	COVID	COVID	COVID			

3.5 ADLC Satisfaction Survey: Satisfaction of school partners with ADLC courses.

3.5.1 School Partners (certificated DE Contacts only):

How well do ADLC courses do the following:

(Scale of 0-5 where 0 means NOT AT ALL SATISFIED, and 5 means VERY SATISFIED).

Percentages combine ratings of 4 and 5.

NOTE: Alberta's response to the COVID-19 pandemic began in late February, 2020, and continued through June, 2020. This was the period during which ADLC would have administered the survey. Because of the need to reallocate resources to support Alberta schools and students with the transition to "at-home-learning", the survey was not administered.

	2018-2019			2019-2020			2020-2021		
	"N"	#3	% 4s&5s	"N"	#3	% 4s&5s	"N"	#3	% 4s&5s
Use a variety of ways to present information	230	13%	53%	COVID	COVID	COVID			
Clarify and or define content specific vocabulary in a course.	231	7%	53%	COVID	COVID	COVID			
Connect to students' background knowledge and experiences	231	14%	39%	COVID	COVID	COVID			
Assignments are directly reflective of learning outcomes	229	6%	68%	COVID	COVID	COVID			
Represent FNMI, Francophone and other perspectives	230	10%	27%	COVID	COVID	COVID			

3.5.2 Teacher Support Users How well do ADLC courses do the following:

(Scale of 0-5 where 0 means NOT AT ALL SATISFIED, and 5 means VERY SATISFIED).

Percentages combine ratings of 4 and 5.

NOTE: Alberta's response to the COVID-19 pandemic began in late February, 2020, and continued through June, 2020. This was the period during which ADLC would have administered the survey. Because of the need to reallocate resources to support Alberta schools and students with the transition to "at-home-learning", the survey was not administered.

	2018-2019			2019-2020			2020-2021		
	"N"	#3	% 4s&5s	"N"	#3	% 4s&5s	"N"	#3	% 4s&5s
Use a variety of ways to present information	109	26%	63%	COVID	COVID	COVID			
Clarify and or define content specific vocabulary in a course.	110	15%	80%	COVID	COVID	COVID			
Connect to students' background knowledge and experiences	107	24.3%	63%	COVID	COVID	COVID			
Assignments are directly reflective of learning outcomes	109	15%	83%	COVID	COVID	COVID			
Represent FNMI, Francophone and other perspectives	81	28%	53%	COVID	COVID	COVID			

3.5.3 Teacher Support Users and School Partners (combined certificated and non certificated DE Contacts): How would you rate the overall quality of your experience with ADLC courses? (Scale of 0-10)

NOTE: Alberta's response to the COVID-19 pandemic began in late February, 2020, and continued through June, 2020. This was the period during which ADLC would have administered the survey. Because of the need to reallocate resources to support Alberta schools and students with the transition to "at-home-learning", the survey was not administered.

	2018-2019			2019-2020			2020-2021		
	"N"	% of 5-6	% of 7-10	"N"	% of 5-6	% of 7-10	"N"	% of 5-6	% of 7-10
School facilitators	322	10%	90%	COVID	COVID	COVID			
Course Content users	110	8%	90%	COVID	COVID	COVID			
Total	432	9%	90%	COVID	COVID	COVID			

3.5.4 Teacher Support Users: What are your main reasons for choosing to use ADLC course content? Check all that apply. Top 5 reasons. Number of responses.

NOTE: Alberta's response to the COVID-19 pandemic began in late February, 2020, and continued through June, 2020. This was the period during which ADLC would have administered the survey. Because of the need to reallocate resources to support Alberta schools and students with the transition to "at-home-learning", the survey was not administered.

	2018-2019	2019-2020	2020-2021
Total number of respondents:	60	"N"	"N"
The course is new to me. Using the ADLC course helps me manage my workload.	12%	COVID	
My assignment includes a wide variety of courses. Using the ADLC course helps me manage my workload.	63%	COVID	
I use the course to support the learning needs of certain students	28%	COVID	
The course is very well developed	30%	COVID	
Students find the course engaging	10%	COVID	

What is the effect of ADLC services on your schools programming?

712 responses



Commentary

Course Content / Resource Development: Continuous Monitoring and Improvements

- ADLC Instructional Design was put into “maintenance mode” in 2018 where only resource development projects previously started and near completion were allowed to be finished. New resource development projects were not approved.
- Teachers were instructed to follow “Continuous Course Maintenance” where they were to complete appropriate minor edits and revisions.
 - ADLC teachers are responsible for evaluating their courses throughout the year. This evaluation is to ensure the courses are effective for instructional and assessment purposes.
 - Teachers annually review the course curriculum map, and other accompanying documentation for their courses such as the Media Asset Inventory.
 - These are to be ready for the beginning of the school year, and will support ongoing, “at your desk” Course Maintenance.
 - This also supports decisions on greater renewal processes.
- ADLC teachers conducted an ADLC course audit using an in-house audit tool at the beginning of the school year to gain a greater understanding of the course quality.

Collaborations and Connections

- ADLC Support Staff responded to affiliation questions and concerns with empathy and solutions in a timely manner.
- ADLC supported internal structures with scheduled time for analyzing, evaluating and improving connections with affiliations and other appropriate partners. This included department meetings

and ADLC Admin and leadership meetings where we reviewed items such as program communication and enrollments.

- ADLC engaged provincial partners in December 2019 to assess provincial needs and standards regarding online and distance education resources.

Active engagement in Professional Development to maintain delivery of high quality Distance Education

- ADLC staff acted according to expectations for career-long professional learning and critical reflection to improve teaching and learning:
 - ADLC Teachers completed Professional Growth Plans;
 - ADLC Teachers participated in related Distance and Online Education opportunities, such as BlendED;
 - ADLC Staff participated in professional learning opportunities that improve their job related skills, or knowledge in related topics.

Application of the principles of Inclusion in a Distance Education setting

- ADLC staff recognize diversity, and focused their classes/ courses being based on welcoming, safe, respected and caring principles:
 - ADLC staff were aware of and utilized appropriate inclusive language in communication and courses;
 - ADLC Teachers welcomed students early upon registration and maintain strong personal relations with students;
 - ADLC Staff were aware of, and utilized appropriate strategies to acknowledge, support, and protect, as required, students and their emotional and mental health needs;
 - ADLC Teachers are aware of and use universal and targeted distance education strategies to support student success within their courses ;
 - ADLC Teachers utilized affiliate school supports as available to support students;
 - ADLC Teachers utilized personal and cultural strengths to support teaching and learning in a distance education context.

Teacher Growth, Supervision and Evaluation in a Distance Education Setting

- ADLC staff understand professional expectations of high quality teaching, and that they are to meet these expectations throughout their careers
 - ADLC employed 92 teachers (91.5 FTE) in the 2019-20 school year;
 - 13 of those teachers were evaluated for employment purposes;
 - ADLC staff understood that the Teaching Quality Standard provides the framework for the preparation, professional growth, supervision and evaluation of all teachers;
 - ADLC staff understood that sections 196 and 197 of the Education Act define responsibilities of teachers and school principals;
 - The TGSE was based on mentoring, direct observation, coaching, and the development of a portfolio.
-

Outcome 4: Alberta's K-12 education system is well governed and managed.

ADLC Outcome 4-A: ADLC demonstrates open and transparent communication, collaboration, and engagement with internal and external partners.

Strategies

ADLC Service Agreement:

- Pembina Hills is mandated to provide educational services, in partnership with registering school authorities. ADLC will continue to operate in service to schools, under the guidance of this document, the Board, and this Education Plan.
- ADLC provides resources (**Teacher Support**) and instructional services (**Student Instruction**).

Collaboration with Board of Governors (PHSD)

- School administration will collaborate with PHSD School Board on issues impacting distance education including, but not limited to, the purpose and direction of distance education and funding from provincial sources.

Align Systems

- School administration will review and revise the school's Operational Procedures, and its underlying assumptions, on an ongoing basis to ensure accuracy and relevance to the current education landscape.

Business Services

- Business Services will:
 - Continue to perform internal audits as needed to maintain efficient and effective business processes
 - Respond to Alberta Education's requirements for financial reporting

Communicating with and informing school authorities: The purpose of communications strategies are to provide information and support to our affiliates. Communication strategies rely on consistency of messaging, a friendly and helpful tone, and purposeful distribution of information. Effective communication strategies contribute to the development and maintenance of trusting relationships between ADLC staff and those who use ADLC services.

- ADLC will maintain a Communications Department that will:
 - Monitor all externally bound messaging to ensure alignment to purpose (defined by Service Agreement and Education Plan)
 - Continue to maintain a website
 - Publish News (details and reminders of processes, dates, etc)
 - Publish newsletters that:

- Collate process information, and news
 - Share stories that define the distance learning experience
 - Relay direct communication from the Principal, as needed
 - Publish printed documents about ADLC
 - Publish infographics
 - Maintain a library of “how to” resources for affiliates and users
 - Maintain and create videos, PDF documents
 - Maintain social media accounts (Facebook and Twitter) to:
 - Share stories
 - Share reminders
 - Connect to users who choose this medium
 - Support relationships
- ADLC will maintain a Partner Support Team. The Partner Support Team will:
 - Provide ‘on-call’ support to affiliate schools and Distance Education Facilitators
- ADLC will maintain a Tech Support Team. The Tech Support Team will:
 - Provide ‘Help-Desk’ support to affiliate schools and Distance Education Facilitators
 - Support the development of guides and how-to resources (with content)
- ADLC will conduct an Annual Satisfaction Survey
 - The Service Agreement states, “ADLC will conduct annual surveys relating to services provided through ADLC directed to those stakeholders which the Minister specifies”.
 - ADLC did not conduct a the survey in 2019-2020 in due to the February 28, 2020 news of the termination of the Service Agreement and the COVID-19 initiated school-closure implemented on March 16, 2020
 - The 2020-2021 school year is the last year during which ADLC will provide services to schools. A satisfaction survey was designed to provide information regarding strategies for improvement of services. Since services will be terminated at the conclusion of this year. Therefore no survey will be conducted.

Measures

4.1 ADLC Satisfaction Survey: Student satisfaction with overall quality of experience with ADLC courses.

4.1.1 Students: How would you rate the overall quality of your experience with ADLC courses? (Scale of 0-10)

NOTE: Alberta's response to the COVID-19 pandemic began in late February, 2020, and continued through June, 2020. This was the period during which ADLC would have administered the survey. Because of the need to reallocate resources to support Alberta schools and students with the transition to "at-home-learning", the survey was not administered.

	2018-2019			2019-2020			2020-2021		
	"N"	% of 5-6	% 7-10	"N"	% of 5-6	% 7-10	"N"	% of 5-6	% 7-10
Grades 4-6	26	27%	61%	COVID	COVID	COVID			
Grades 7-9	110	25%	59%	COVID	COVID	COVID			
Grades 10-12	1302	18%	70%	COVID	COVID	COVID			
Total	1438	18%	69%	COVID	COVID	COVID			

4.2 ADLC Satisfaction Survey: Student satisfaction with feeling safe, welcomed, cared for, valued, respected and successful at ADLC.

4.2.1 Students: Do you think your ADLC teachers know you well enough? (Scale of 0-10)

NOTE: Alberta's response to the COVID-19 pandemic began in late February, 2020, and continued through June, 2020. This was the period during which ADLC would have administered the survey. Because of the need to reallocate resources to support Alberta schools and students with the transition to "at-home-learning", the survey was not administered.

	2018-2019			2019-2020			2020-2021		
	"N"	% of 5-6	% 7-10	"N"	% of 5-6	% 7-10	"N"	% of 5-6	% 7-10
Grades 4-6	26	27%	35%	COVID	COVID	COVID			
Grades 7-9	110	22%	29%	COVID	COVID	COVID			
Grades 10-12	1302	29%	35%	COVID	COVID	COVID			
Total	1438	28%	35%	COVID	COVID	COVID			

4.3. ADLC Satisfaction Survey: Partner school authority satisfaction with policies and practices in place to facilitate effective distance education services

4.3.1 School Partners (combined certificated and non certificated DE Contacts):

How satisfied are you with...

(Scale of 0-5 where 0 means NOT AT ALL SATISFIED, and 5 means VERY SATISFIED).

Percentages combine ratings of 4 and 5.

NOTE: Alberta's response to the COVID-19 pandemic began in late February, 2020, and continued through June, 2020. This was the period during which ADLC would have administered the survey. Because of the need to reallocate resources to support Alberta schools and students with the transition to "at-home-learning", the survey was not administered.

	2018-2019			2019-2020			2020-2021		
	"N"	#3	% 4s&5s	"N"	#3	% 4s&5s	"N"	#3	% 4s&5s
Ease of registration of a new student	313	8%	88%	COVID	COVID	COVID			
Ease of registration of a previous student	318	3%	81%	COVID	COVID	COVID			
Access to course listing	323	9%	78%	COVID	COVID	COVID			
Searchability of course listing	313	11%	76%	COVID	COVID	COVID			
Timeliness of follow-up to requests for help	323	5%	84%	COVID	COVID	COVID			
Effectiveness of the "60 Day Stall" process	322	13%	62%	COVID	COVID	COVID			
Your ability to reach out to ADLC teachers on behalf of students	321	6%	85%	COVID	COVID	COVID			
Notices that might impact you or your students	321	5%	84%	COVID	COVID	COVID			
Reminders that might impact you or your students	322	9%	62%	COVID	COVID	COVID			
The information	322	8%	61%	COVID	COVID	COVID			

provided in monthly newsletters									
The information available on ADLCs NEW website	323	6%	50%	COVID	COVID	COVID			
(Cert only) The connections ADLC teachers have with your students	232	15%	59%	COVID	COVID	COVID			
(Cert only) The support your students get from ADLC teachers	230	11%	66%	COVID	COVID	COVID			
(Cert only) The feedback your students get from ADLC teachers about the work they send in	231	9%	52%	COVID	COVID	COVID			

4.3.2 Course Content Users How satisfied are you with...

(Scale of 0-5 where 0 means NOT AT ALL SATISFIED, and 5 means VERY SATISFIED).

Percentages combine ratings of 4 and 5.

NOTE: Alberta's response to the COVID-19 pandemic began in late February, 2020, and continued through June, 2020. This was the period during which ADLC would have administered the survey. Because of the need to reallocate resources to support Alberta schools and students with the transition to "at-home-learning", the survey was not administered.

	2018-2019			2019-2020			2020-2021		
	"N"	#3	% 4s&5s	"N"	#3	% 4s&5s	"N"	#3	% 4s&5s
Your ability to reach out to ADLC teachers on behalf of students	82	7%	81%	COVID	COVID	COVID			
Notices that might impact you or your students	92	9%	85%	COVID	COVID	COVID			
The information provided in monthly newsletters	86	18%	73%	COVID	COVID	COVID			

The information available on ADLC's NEW website	72	10%	82%	COVID	COVID	COVID			
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Commentary on Results under Outcome 4 (The Report)

ADLC Service Agreement:

- The school year marked the first full year under the new “one teacher model” of instruction.
- Effective from August 16, 2019, all registrations or enrollments were required to come from a registering Alberta School Authority.
- ADLC provided resources (**Teacher Support**) and instructional services (**Student Instruction**).
- During the spring of 2020, ADLC provided **support for at-home-learning in response to the COVID-19** pandemic. Actions included:
 - A streamlined Teacher Support Moodle Server which allowed divisions and schools to upload groups of teachers and students (rather than one by one) for access to Teacher Support materials
 - Enhanced support for TS teachers
 - ADLC teachers hosted 192 tutorial sessions from March 30 to April 17. These sessions were designed to help the province’s teachers to adapt quickly to teaching and learning from a distance
 - ADLC Teachers collaborated with ERLC to host provincial workshops on “distance teaching and learning” and accessing ADLC resources
 - In one month between March 14 and April 15, ADLC added access to Teacher Support materials for:
 - 151 schools
 - 6609 courses (these are the course sections that have been created for the schools/teachers)
 - 8258 teachers (giving them access to print and or online materials)
 - 6730 student enrollments (loaded into Moodle to support online instruction from their own teacher)
 - 4609 student enrollments (directly in SIS)
 - By mid April 2020, approximately 75% of Alberta schools had been set up to be able to access Teacher Support and or Student Instruction. Over 32,500 teachers (about 49%) had access to ADLC course content.

Aligning Systems - Operational Restructuring:

- The One Teacher Model led to smaller class lists per teacher, improved relationships, education quality (anecdotal), and course completion (increased by 8% from previous school year).
- Automated processes for Non-Starter, and Stall were implemented.
 - The 40-day process (reduced from 60-day) includes advisement at 20 days without submissions, and warning at 10 days without submissions as communication intended

to address students who need reminders to start or continue with their course. Distance Education Facilitators are included in the communication to ensure they are aware of the situation with their students.

- New school calendar aligned with most Alberta School Authority 10-month calendars increased pressure on students to complete by the end of June.
 - The original last day to register for courses was March 30, 2020. However, that was changed to April 15, 2020, due to the March 16 school-closure:
 - Teacher Work calendar is aligned with PHPS calendar (last day was June 26).
 - Summer Extension: as part of the new calendar, ADLC provided students a Summer Extension opportunity intended to give the extra time needed to finish a course for which they were already enrolled.
 - The Summer Extension time frame was from June 29 until July 31, and 481 of 766 students who applied for the extension completed their course within that time frame.

Communication

- The purpose of communications strategies is to provide information and support to our affiliates. Communications strategies rely on consistency of messaging, a friendly and helpful tone, and purposeful distribution of information. Effective communication strategies contribute to the development and maintenance of trusting relationships between ADLC staff and those who use ADLC services.
- In an effort to appear more like a Alberta Education supported instructional service rather than “at a cost resource”, ADLC moved to focusing communication on our updated and refined website, email subscriber list that received focused and intentional information, and the ATA news. Additionally, we continued some in-person strategies to Update Sessions, Outreach Conference, and Teachers’ Conventions.
- The message of ADLC no cost services being available to Alberta School Authorities, schools, and teachers requires regular messaging as it is not firmly established among stakeholders.

2020 ADLC Satisfaction Survey:

- ADLC did not conduct a typical Satisfaction Survey in large part due to the February 28 news of the termination of the Service Agreement and the school-closure implemented on March 16
- ADLC conducted a “Partner Feedback on Impact of ADLC” survey from March 4 to 12:
 - 714 Stakeholders responded:
 - 94% of responded indicated that ADLC supplemented, complemented or was critical to their programming;
 - 65% of respondents utilized both Teacher Support and Student Instruction services;
 - greater support for teachers and students in complex situations;
 - greater choices in programming options for students.
 - Stakeholders are satisfied with operational processes, and course quality.

Summary of Financial Results

The Pembina Hills Public Schools Audited Financial Statements and the Alberta Distance Learning Centre Audited Financial Statements are available at:

- <https://www.pembinahills.ca/our-division/assurance-reporting-2/>

Alberta Distance Learning Centre

- 2019-20 surplus - \$708, 531
- Budgeted contingency (included as undesignated budgeted expenses) - \$0

Operating and Capital Reserves

At August 31, 2020 the Alberta Distance Learning Centre held \$5,249,027 operating reserves (August 31, 2019 = \$4,534,810) and \$660,302 in capital reserves (August 31, 2019 = \$660,302).