

VISTA VIRTUAL SCHOOL

Three Year Education Plan

2019-2020

November, 2019

TABLE OF CONTENTS

Section 1: School Context: Foundation Statements, History and Demographics

School Council Involvement in Education Plan Development

Education Plan Distribution

PHPS Foundation Statements

School Foundation Statements

Historical Background

Demographics

Section 2: Outcomes, Measures, Strategies and Commentary

Alignment of Outcomes to Key Strategies

Key Priorities and Strategies 2019-2020

OUTCOME ONE: Alberta Students are successful.

OUTCOME TWO: The achievement gap between First Nations, Metis and Inuit students and all other students is eliminated.

OUTCOME THREE: Alberta's education system is inclusive.

OUTCOME FOUR: Alberta has excellent teachers, school and school authority leaders.

Jurisdiction Outcome 4-A

OUTCOME FIVE: The education system is well governed and managed.

Section 3: Performance Measure Results and other Quantitative Data

OUTCOME ONE: Alberta Students are successful.

OUTCOME TWO: The achievement gap between First Nations, Metis and Inuit students and all other students is eliminated.

OUTCOME THREE: Alberta's education system is inclusive.

OUTCOME FOUR: Alberta has excellent teachers, school and school authority leaders.

Jurisdiction Outcome 4-A

OUTCOME FIVE: The education system is well governed and managed.

Section 1: School Context: Foundation Statements, History and Demographics

School Council Involvement in Education Plan Development

Vista Virtual School has made several attempts to establish a viable School Council. Our efforts to date have foundered on the realities of distance and parental accessibility. At present, we do not have an established School Council. That being said, our teachers, (especially Elementary and Junior High teachers) are in close communication with parents, likely more so that one would see in a “bricks and mortar” school. We openly solicit parental involvement at an Ad Hoc basis.

Education Plan Distribution

This Education Plan will be posted on the School website where a ‘pdf’ version will be available for download. In addition, copies of this plan will be available in the school library and at the office. The Education Plan will be updated after receiving additional results from Provincial Achievement tests, Provincial Diploma Exams and other sources. The updated version will be posted on the website and submitted to the superintendent of Pembina Hills Regional Division.

PHPS Foundation Statements

Mandate

Pembina Hills School Division shall deliver an education program consistent with the Alberta School Act.

Purpose

Our purpose is to ensure the delivery of an excellent education to our students so they become ethical citizens who contribute to society.

Motto

"Together we learn"

School Foundation Statements

Vista Virtual School provides high quality education for all our students. Our school is founded on the following core beliefs:

- Everyone works and learns best in an atmosphere of safety.
- Open and honest communication is essential.
- A climate of respect promotes efficient and creative learning.
- Professional relationships among students, parent, and teachers promote commitment and desire for continued learning.
- Teamwork among students, partners, parents, and staff is essential for enjoyable learning experiences.
- Students thrive in environments of hope and encouragement.
- The distributed learning environment is a powerful environment in which to develop positive skills, abilities, and attitudes.
- Distance learning programs work because of focused students, supportive parents, and dedicated staff.

Our specific beliefs inspire our work with our key participants:

- Students are unique and must be provided with effective student-centred programs.
- Parents are valued partners seeking the best educational opportunities for their children.
- Our staff are professionals dedicated to providing quality student-centred education while encouraging continuous progress.

These beliefs guide our actions in providing the best education possible for approximately 500 full-time students across the province and ensuring equitable access to education to over 10, 000 part-time students.

Our motto is “No Limits”.

Historical Background

Vista Virtual School was started in 1996 to meet an emergent need to address demands for quality online education. The school started modestly with 110 students and shared staff with Alberta Distance Learning Centre. Vista Virtual School is now an independent community school under the auspices of PHPS. Staffing has increased from 3 in 1996 to a current staff complement of 30 FTE teachers and 8 FTE support staff. Enrolment grew from 13 students to almost 500 full time students and over 10,000 part-time registrants.

Vista Virtual School’s Alberta Education code is 2317. Initially, students were provided with computers; as technology became more robust and readily available, Vista Virtual School was able to support student learning on their own computer platforms at home.

Our school's course offerings have broadened over time to better serve our students. We provide a full range of online and print-based courses in grades 1-9. Online courses are offered to students in grades 10-12.

Most importantly, the nature of the students we serve has changed over the last two decades. In many respects, Vista Virtual School has become similar to an Outreach school. We serve many students for whom conventional schools have not worked. Some of our students have not found their previous schools safe places to be; others are elite athletes or accomplished musicians who cannot maintain their career in these areas and go to a regular 9:00 a.m. to 3:30 p.m. school. Some of our students are travelling with their parents for a year; some are very ill and need a comprehensive yet flexible curriculum that can be delivered at home. A growing number of our students have special needs, and/or special circumstances that can be addressed by the flexibility we offer in timeline for completion and course load.

Vista Virtual School maintains its own identity distinct from partners such as ADLC. As a community school we receive the same per student grant funding as do other community schools. We receive targeted funding for initiatives such as FNMI, French Immersion, refugee support and others. We provide access to the same services that students in any community school would expect, such as academic counseling, access to field trips, extracurricular and enhancement activities, awards ceremonies, a formal commencement ceremony and regular interaction with school staff. Alberta Education does not provide money for infrastructure to online schools.

Demographics

Vista Virtual is PHPS's biggest school in terms of sheer numbers enrolled, as well, its geography is provincial in scope rather than being confined to the boundaries of PHPS. Our campus locations are Barrhead, Edmonton, and Calgary.

We have 63 staff; most work out of one of the above campuses, but we also have several staff working out of home offices. Leadership staff consist of a Principal and an Associate Principal. As well, Vista Virtual School is served by 2 FTE certificated academic counsellors and 1 FTE Special Education teacher. The Principal also serves as the school's Attendance Officer.

We offer conventional September registration for students in grades 1-9 and year-round registration for high school students. In the 2018-19 school year, Vista Virtual School had 2098 students on the September 30 count, but served at total of 10,734 students for the school year.

- 172 full-time students in grades 1-9
- 198 full-time students in grades 10-12
- 8400 part-time students in grades 10-12

The bulk of our students are in high school, specifically grade 12. Students come from approximately 200 communities in Alberta. Enrollment continues to increase, with significant increases being evident over the past three years.

Additionally, in the 2018-19 school year, Vista Virtual School began serving adults on a fee for service basis. In the school year 1095 adults were registered.

Section 2: Outcomes, Measures, Strategies and Commentary

Alignment of Outcomes to Key Strategies

Bold, black text represents Outcomes defined by Alberta Education. Links are identified as underlined and blue.

Blue text represents Outcomes, Measures, Priorities or Strategies defined by the Jurisdiction.

2019-2020

OUTCOME ONE: Alberta's Students are successful.

OUTCOME TWO: Alberta's education system supports First Nations, Métis and Inuit students' success.

OUTCOME THREE: Alberta's education system respects diversity and promotes inclusion.

Jurisdiction Outcome 3-A: Children in PHPS communities access inclusive early learning programs guided by jurisdiction quality standards. Effective inclusive programs are achieved through collaborative development and implementation.

OUTCOME FOUR: Alberta has excellent teachers, school and school authority leaders.

Jurisdiction Outcome 4-A: PHPS learning environments are varied, flexible and predictive of students' diverse learning needs. They exemplify balanced, evidence based assessments that inform instruction.

OUTCOME FIVE: The education system is well governed and managed.

Jurisdiction Outcome 5-A: The jurisdiction demonstrates sound fiscal management, considering the needs of the community.

Key Priorities and Strategies 2019-2020

| | |
|--|--|
| <p><u>Student - Teacher relationships</u> <i>Positive relationships between students and teachers are the foundation upon which we build students' resilience, confidence and mental well-being.</i></p> | <p>Alberta Education Outcome(s) impacted</p> |
| <ul style="list-style-type: none"> ● Division High Schools will continue to implement the principles of High School Redesign to focus on developing and maintaining strong relationships between staff and students. Site based strategies may include and are not limited to: <ul style="list-style-type: none"> ○ Teacher advisory structures to support enhanced student-teacher relationships ○ Use of MyBluePrint as a tool to organize and plan for student success | <p>1</p> |
| <ul style="list-style-type: none"> ● The division, in collaboration with the local PD Committee, will support an Opening Day Keynote address to build understanding and to set the culture relative to Mental Health. ● Division administration will continue to assign roles within district lead teacher / coordinator assignments to: <ul style="list-style-type: none"> ○ Guide and support the Mental Health Literacy project ○ Coordinate and monitor district counselling supports ○ Coordinate inclusive supports for classrooms with Tier 2 and 3 students ○ Coordinate behavior supports for classrooms with Tier 2 and 3 students ○ Support principals and classroom teachers with the implementation of Universal Design for Learning (UDL) and purposeful inclusion ○ Support staff with students who have complex communication needs ○ Orient and develop capacity of new teachers to PHPS ● Division and school level staff deployment decisions will prioritize school level supports of Tier 2 students. The following positions will continue to be assigned in this regard: <ul style="list-style-type: none"> ○ Two district First Nations, Metis and Inuit Liaisons ○ Site based mental health supports such as “success coaches” ○ Site based high school completion liaisons ● All schools will continue to implement the mental health literacy project, guided by and supported by division lead teachers / coordinators. <ul style="list-style-type: none"> ○ Schools will assign a Mental Health Literacy ‘point person’ to support the implementation and coordination of the Mental Health Literacy project. ○ The Education Services team will provide role and responsibility descriptions and an annual work plan to support the people assigned to these roles. ○ Where assigning FTE to support this role in a school is less viable, the principal will request increased support from and guidance from the district lead teacher / coordinators. ○ Other related school level strategies may include aligned implementation of framework programs such as NME (Neurosequential Model of Education), or the Collaborative Response Model ● Division high schools will take a lead role in coordinating effective transitions of students from feeder schools ● The principal’s role is to: <ul style="list-style-type: none"> ○ Create staff deployment and programming structures to focus on transitions from: <ul style="list-style-type: none"> ■ Elementary to Junior High | <p>3,4</p> |

| | |
|--|-----|
| <ul style="list-style-type: none"> ■ Junior High to Senior High <ul style="list-style-type: none"> ○ Facilitate collaboration between district services, coordinators, school lead teachers and classroom teachers ○ Support teacher release time to participate in Communities of Practice, grade / division level training sessions, and other professional learning opportunities (using EPPC funding) | |
| <ul style="list-style-type: none"> ● The division administration will administer the Guarding Minds at Work survey with all staff followed by an analysis to determine key areas of need and strategies to address these areas. ● At least one K-9 school will be selected to pilot the “Student Orientation to School” questionnaire. | 4,5 |
| <p><u>In our school we will:</u></p> <ul style="list-style-type: none"> ● Extend learning into Mental Health First Aid ● Implement Guarding Minds at Work under guidance of division administration ● Prepare and publish on the school website information and resources for parents and students ● Actively demonstrate and support a safe, caring, respectful and welcoming learning environment. This will include: <ul style="list-style-type: none"> ● ○ Assessing new student’s files to identify potential specialized needs ● ○ Determining, through a coordinated effort, needed accommodations and program modifications for these students. ● ○ Creating a priority list for psycho-educational assessments through file assessments and teacher observations by November each year (ongoing for high school students as they enter our program) ● Design & implement effective student monitoring processes | |

| | |
|--|---------------------------------------|
| <p><u>Literacy and Numeracy</u> <i>Literacy and Numeracy are critical for Student Achievement in all areas of the curriculum.</i></p> | Alberta Education Outcome(s) impacted |
| <ul style="list-style-type: none"> ● Steering Committees for Numeracy and Literacy will guide the strategies and support the work of the Coordinator. <ul style="list-style-type: none"> ○ Steering Committees will be comprised of school principals with background and interest in Literacy or Numeracy. ● A Literacy Committee will include certificated representation from each of the schools, preferably the assigned school leads / pont persons. ● A Numeracy Committee will include certificated representation from each of the schools, preferably the assigned school leads / pont persons. | 1, 4 |

- The Education Services team will designate roles within district lead teacher / coordinator assignments to coordinate Literacy and Numeracy strategies. The intent of coordination is to :
 - Support and develop teachers’ capacity to achieve the division’s standards of effective math instruction and the balanced approach to literacy.
 - **Lead grade level and division level training sessions** intended to develop teachers’ capacity for effective implementation of the division standards in literacy and numeracy.
 - Orient and develop capacity of new teachers to PHPS
- **Schools will assign a Lead Teacher** (or at minimum, a point of contact person) at their sites to support the Literacy and Numeracy strategy.
 - The Education Services team will provide role and responsibility descriptions and an annual work plan to support the people assigned to these roles.
 - Where assigning FTE to support this role in a school is less viable, the principal will request increased support from and guidance from the district lead teacher / coordinators.
- **All teachers are expected to participate in both strategies** and align instruction and interventions to the non-negotiable district standards.
- **All schools will continue to administer specified assessments** in Literacy and Numeracy, according to an annual work plan:
 - Reading Readiness Screening Tool - RRST (Literacy)
 - BenchMark Assessment System - BAS (Literacy)
 - Math Intervention Programming Instrument - MIPI (Numeracy)
- The principal’s role is to ensure implementation and alignment by:
 - Ensuring and facilitating logistics for implementing the specified assessments
 - Facilitating collaboration between the district lead teacher / coordinators, school lead teachers (and /or point persons) and classroom teachers
 - Supporting teacher release time to participate in Communities of Practice and or grade level training
 - Monitoring implementation of the Literacy and Numeracy strategy
 - Being a participant in professional learning

In our school we will:

- **Continue to administer the MIPI in grades 2-5 in order to modify or supplement instruction in these grades based on MIPI results**
- **Begin gradual MIPI implementation up to Grade 9**
- **Continue to administer the RRST to Grade 1 students**
- **Continue to regularly administer benchmark reading assessments**
- **Continue to model and send additional strategies to parents to encourage literacy**
- **Continue to use the Words Their Way program in Grades 2-3**
- **Maintain participation at a distance in district numeracy PD sessions & Community of Practice**
- **Collaborate and share numeracy resources and pedagogical knowledge across VVS Departments**
- **Design alternate exams in junior high that are worded differently i.e. for ESL students or students who are reading at an elementary level**
- **Continue to promote numeracy connections to everyday life**

- **Continue to impress upon parents the importance of learning numeracy skills to automaticity**
- **Provide tutorials/instruction on specific, relevant skills (e.g interpreting graphs, visual-spatial analysis) in each course, particularly in humanities.**
- **Supply to parents additional games/activities to improve numeracy skills**
- **Make cross-curricular connections in areas i.e. graphing assignments found in Math and Science (throughout gr. 7-9). Does student knowledge of struggling concepts if teachers share known areas where improvement is required.**

| <p><u>Support for Staff</u> <i>A collaborative environment enables staff to teach a diverse student population through purposeful inclusion and supports the implementation of effective practices.</i></p> | <p>Alberta Education Outcome(s) impacted</p> |
|--|--|
| <ul style="list-style-type: none"> ● The division will continue to use funding from Aspen Collaborative Services, combined with Coop Pool funds, to ensure specialist support to school teams for classrooms with Tier 2 and 3 students ● District administration will allocate special needs funding to schools in a manner aligned to the Response to Intervention model (based on our 6 levels) | <p>1, 2, 3</p> |
| <ul style="list-style-type: none"> ● School principals will assign certificated staff (lead inclusion teachers, or point person) to be responsible for: <ul style="list-style-type: none"> ○ Identification of students with risk factors ○ Planning or facilitating planning for identified students ○ Monitoring, supporting and reviewing the implementation of plans ○ Facilitating access to and support from division staff and/or external services | <p>3</p> |
| <ul style="list-style-type: none"> ● Division administration will continue to assign roles within district lead teacher / coordinator assignments to: <ul style="list-style-type: none"> ○ Guide and support the Mental Health Literacy project ○ Coordinate and monitor district counselling supports ○ Coordinate inclusive supports for classrooms with Tier 2 and 3 students ○ Coordinate behavior supports for classrooms with Tier 2 and 3 students ○ Support principals and classroom teachers with the implementation of Universal Design for Learning (UDL) and purposeful inclusion (Tier 1-3) ○ Support and develop teachers’ capacity to achieve the division’s standards of effective math instruction and the balanced approach to literacy. ○ Lead grade level and division level training sessions intended to develop teachers’ capacity for effective implementation of the division standards in literacy and numeracy. ○ Orient and develop capacity of new teachers to PHPS ○ Support staff with students who have complex communication needs | <p>3, 4</p> |

| | |
|--|---|
| <ul style="list-style-type: none"> ● Division and school level staff deployment decisions will prioritize school level supports of Tier 2 students. The following positions will continue to be assigned in this regard: <ul style="list-style-type: none"> ○ Two district First Nations, Metis and Inuit Liaisons ○ Site based mental health supports such as “success coaches” ○ Site based high school completion liaisons ● Education and Student Services will prioritize the deployment of specialists / lead teachers / coordinators to classrooms with Tier 2 and 3 students. ● Schools will collaborate to align and distribute the services of PA Mentors ● The division will partner with ERLC and Shelley Moore to support classroom case studies that can be used to create models of process and practice that demonstrate alignment between Purposeful Inclusion and the Concept Based structure of new curriculum ● The principal’s role is to: <ul style="list-style-type: none"> ○ Facilitate collaboration between district services, coordinators, school lead teachers and classroom teachers ○ Support teacher release time to participate in Communities of Practice, grade / division level training sessions, and other professional learning opportunities ○ Monitor how the needs of students and staff are being addressed ○ Actively participate in professional learning | |
| <ul style="list-style-type: none"> ● The division will ensure that schools designate funding for release time for teachers to participate in PD directly associated with Education Plan priorities (EPPC code) ● The division, in collaboration with the local PD Committee, will support an Opening Day Keynote address to build understanding and to set the culture relative to Mental Health. ● The professional development plan will be intentionally designed to: <ul style="list-style-type: none"> ○ Support a balance of teacher directed, school led and division focused PD ○ Align implementation of division Literacy and Numeracy strategies with the structures and expectations of the new TQS, Universal Design for Learning, Purposeful Inclusion and Concept Based Instruction. ○ Support implementation of the Mental Health Literacy Project ○ Support implementation of the Moving Forward with High School Redesign ○ Maintain awareness of the cross curricular integration of Literacy and Numeracy, applicable at all levels ○ Develop Foundational Knowledge of First Nations, Metis and Inuit ways of knowing and historical perspective. ○ Coordinate training and Professional Development for Principals (LQS) | 4 |
| <p><u>In our school we will:</u></p> <ul style="list-style-type: none"> ● Apply supports on an individualized basis to all students and without limiting analysis to Tier 2 students ● Develop academic counselling processes to better identify and support students at their Tier, especially part time students ● Continue apply training obtained in the previous school year, in which all VVS staff received Mental Health Literacy training, by looking at individual cases as they arise through Students of Concern Meetings ● Restructure Students of Concern Meetings (SOCM) to better reflect Mental Health, IPP and Tier 2 priority students | |

- **Continue to modify assessments to address varying learner needs, with a focus on developing audio delivery of exams and providing appropriately designed sections for exam chunking**
- **Continue to design supporting instructional materials to address varying learner needs**
- **Have students complete a brief tutorial module helping them develop/demonstrate basic skills with online learning, modeled on COM1255**

OUTCOME ONE: Alberta Students are successful.

[View Measurement data in Section 3.](#)

Accountability Pillar 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).
- 1.2 PDE Acceptable and Excellence** 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).
- 1.3 High School Completion Rate** High school completion rate of students within three years of entering Grade 10.
- 1.4 Drop Out rate** Annual dropout rate of students aged 14 to 18.
- 1.5 Transition Rate (6 yr)** High school to post-secondary transition rate of students within six years of entering Grade 10.
- 1.6 Rutherford Scholarship Rate (Revised)** Percentage of Grade 12 students eligible for a Rutherford Scholarship.
- 1.7 Diploma Exam Participation Rate (4+ Exams)** Percentage of students writing four or more Diploma Exams within three years of entering Grade 10.
- 1.8 Citizenship** Overall teacher, parent and student agreement that students model the characteristics of active citizenship.
- 1.9 Work Preparation** Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school

Jurisdiction Measures:

- 1.10** Percentage of Full Time Equivalent assigned by each school to address a guidance program that includes career, educational and personal counseling.
- 1.11** Number and Percentage of students (in grades 7-12) on honor rolls (based on Rutherford criteria).
- 1.12** Number and Percentage of students involved with or who participated in service projects.
- 1.13** Number and Percentage of grade 10-12 full time students participating in sessions for students on career decision-making
- 1.14** Number of parents of minor grade 10-12 full time students participating in sessions for students on career decision-making.
- 1.15** Number and Percentage of grade 10-12 students earning (3 or more) credits through Work Experience, RAP, Green Certificate programs and local programs such as Petroleum Field Operators program.

School Measures:

- 1.16** Number of credits completed monthly. Annual benchmark on DATE (target :3-5% yearly increase per student)
 - ADLC
 - VVS
 - Block Funding Counts
- 1.17** Assessment of number of contacts with teacher monthly. Baseline to be created.

1.3 Video Hits

1.4 Audio Exam Created and Used

Strategies

See the strategies described under the section Bridging from Provincial Outcomes and District Priorities and Strategies to School Strategies, above.

Priority: Increasing successful course completions.

- VVS Teachers and Administration will review the registration intake process each semester to identify practices that provide students and their parents with information needed to help them decide if they have the study skills, independence, family support and discipline to be successful in an online learning environment.
- Collaborate with ADLC staff where appropriate to ensure quality instructional materials.
- Create short teacher made instructional videos to improve student comprehension of difficult concepts. Use other instructional adjuncts such as Adobe Connect, Livescribe, Skype, Successmaker, Google Hangouts, YouTube, etc. as needed.
- Ensure that students are registered in suitable courses for optimal success
- Create checklists as needed to help students become organized. Provide review opportunities prior to exams.
- Provide help desk style coverage during school wide closures (eg: Christmas break)
- Elementary teachers will meet face to face where practical, students will orally read to teachers over Skype. Provide individualized instruction where needed.
- Increase student awareness and enrollment in Off Campus Programming .
- Continued support of leveled readers in Division I.
- Academic Counsellors will continue to build relationships with mental health agencies and other social support agencies.
- Academic Counsellors and Special Education teacher continue to supply leadership and direction at monthly Student of Concern meetings, (case conferences).

Report on progress through 2018-2019 school year

Comment on Accountability Pillar Measures:

- PAT Acceptable and Excellence
 - Vista Virtual School (VVS) made special effort to encourage participation in PAT's, resulting in larger numbers of students undertaking at least one of the PAT's.
- PDE Acceptable and Excellence
 - These statistics include all VVS students, including hundreds if not thousands of part time students for whom VVS is responsible for course instruction but not the overall education program of a student. VVS has noted continued significant high achievement in acceptable and excellent results across several courses and is in the process of analyzing these results with teaching staff.
- High School Completion Rate
 - These statistics only include students who have been with VVS for the entirety of their high school career. While VVS has hundreds, if not thousands of students, the students captured in these statistics number in the dozens.
- Drop Out rate
 - These statistics include all VVS students, including the hundreds, if not thousands, of part time students for whom VVS is responsible for course instruction but not the overall education program of a student

- Transition Rate (6 yr)
 - These statistics incorporate students who undertook their entire high school program with VVS, which captures dozens and not thousands of students.
- Rutherford Scholarship Rate (Revised)
 - These statistics include all VVS students, including part time students for whom VVS is responsible for course instruction but not the overall education program of a student
- Diploma Exam Participation Rate (4+ Exams)
 - VVS has hundreds, if not thousands, of part time students who take only one or two courses with the school.
- Citizenship
 - VVS undertakes community based activities where possible with a distant group of full time students, and is cognizant of citizenship expectations for all students in ethical academic pursuits.
- Work Preparation
 - The independent nature of VVS courses contributes to organization and discipline skills that emulate the expectations of the work environment.

Report on Key School Strategies:

- Increasing Successful Course Completions
 - Classroom Improvement funds allowed for the design and implementation of instructional video resources and enhancements to instructional design to which students have had a positive response. Additional teaching staff was hired to provide additional instructional capacity and expertise and to allow greater opportunity to build student relationships. The most accurate data for completions is not available until early in the new school year.

OUTCOME TWO: The achievement gap between First Nations, Metis and Inuit students and all other students is eliminated.

[View Measurement data in Section 3.](#)

Accountability Pillar Measures:

- 2.1 PAT Acceptable and Excellence** Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard, and the percentage of self-identified FNMI who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).
- 2.2 PDE Acceptable and Excellence** Overall percentage of self-identified FNMI students who achieved the acceptable standard, and overall percentage of self-identified FNMI students who achieved the standard of excellence on Diploma Examinations (overall results).
- 2.3 High School Completion Rate** High school completion rate of self-identified FNMI students within three years of entering Grade 10.
- 2.4 Drop Out rate** Annual dropout rate of self-identified FNMI students aged 14 to 18.
- 2.5 Transition Rate (6 yr)** High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.

- 2.6 Rutherford Scholarship Rate (Revised)** Percentage of self-identified FNMI Grade 12 students eligible for a Rutherford Scholarship.
- 2.7 Diploma Exam Participation Rate (4+ Exams)** Percentage of self-identified FNMI students writing four or more Diploma Exams within three years of entering Grade 10.

Strategies

See the strategies described under the section **Bridging from Provincial Outcomes and District Priorities and Strategies to School Strategies, above.**

Key School Level Strategies Include:

- Supporting ongoing staff attendance at FNMI themed professional development and relationship building activities
- Informing students and their parents about the educational benefits of self identification of FNMI status.
- Incorporating activities at SPT interviews and activity days that support Indigenous themes.
- Using the added FNMI indicator in SIS to ensure that teachers are alert to personalization opportunities with their students.

Report on progress through 2018-2019 school year

Accountability Pillar Measures:

- See notes in Outcome 1 Commentary section

OUTCOME THREE: Alberta’s education system is inclusive.

[View Measurement data in Section 3.](#)

Accountability Pillar Measures:

- 3.1 Safe and Caring:** Overall teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school.
- 3.2 At Risk Students:** Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely. (This measure added to jurisdiction plan in 2016.)

Jurisdiction Measures:

- 3.3** Number and Percentage of students with Individual Program Plans (I.P.P).
- 3.4** Number of coded students who graduate (code 41 to 46).

Strategies

See the strategies described under the section **Bridging from Provincial Outcomes and District Priorities and Strategies to School Strategies, above.**

Key School Level Strategies Include:

- Increased identification of students with Special Needs to better support success. This starts with identification in SIS and PASI then follows through to having teachers and the Special Education Teacher provide support as well as ongoing monitoring through Students of Concern Meetings.

These meetings will be restructured to better support higher priority needs.

- Continue to increase understanding and work with the Universal Design for Learning framework as a guideline for teachers to develop and deliver accessible instruction to students that supports:
 - Multiple means of representation
 - Multiple means of action and expression
 - Multiple means of engagement
- Continue to support LGBTQ students directly through enrollments and indirectly by support of Queer Prom, Camp Fyrefly, and/or Pride Parade. Distance learning can provide a safe space for LGBTQ students if staff, policies and procedures are supportive; Vista-Virtual school is a safe and supportive place.
- Offering virtual and face-to-face opportunities for students and staff to interact to build relationship opportunities. Field trips and activity days, awards and graduation are examples of face to face opportunities; social media, including blog posts and discussion boards are examples of virtual interactions.
- Teaching students (and their parents as needed) strategies to be successful in meeting the academic demands of distance education and providing access to appropriate information on the school website to support their learning. Continue to support VVS full-time face-to-face intake process as this both informs students and their parents of school expectations, and strategies for success.
- Staff collaboratively and regularly share best practices and research with each other.

Report on progress through 2018-2019 school year

Accountability Pillar Measures:

- Safe and Caring
 - VVS acts in accordance with all expectations for a Safe & Caring School. One of the challenges in the data is that students and parents often see “their school” as their previous or, in the case of part time students, their current traditional school setting. As a result, students and parents have often responded to this question in the context of that other school and not the VVS setting. When VVS follows up, they frequently report (anecdotally) that VVS addresses these expectations.
- At Risk Students
 - VVS is very responsive to individualized student needs in terms of timelines or course selection.

Report on Key School Strategies:

- VVS continues to promote and support a school culture that respects diversity and seeks effective new strategies to make students feel welcome and part of an extended school community. As noted above, VVS students frequently comment on the safety they feel in the school when provided a context for Accountability Pillar surveys, which confuse VVS students who may not necessarily identify VVS as their primary school. VVS has made strides to identify unique student needs and undertakes regularly scheduled case conferences (called Students of Concern Meetings, which are being restructured this year to reflect the priority needs) to discuss cross curricular strengths and challenges for identified students. The ongoing promotion of LGBTQ safe events, like the queer prom, underlines the school’s commitment to serving this population. Finally, VVS has undertaken numerous educational field trips to build a greater sense of community and ensure students have a relationship with school staff.

OUTCOME FOUR: Alberta has excellent teachers, school and school authority leaders.

[View Measurement data in Section 3.](#)

Accountability Pillar Measures:

4.1 Program of Studies Overall teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, and health and physical education.

Jurisdiction Measures:

4.2 (ACOL Measure – In-service Jurisdiction Needs) Percentages 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

4.3 PHPS/VVS Satisfaction survey: Percentage of parents, teachers and students satisfied that teachers challenge students to do their best.

4.4 PHPS/VVS Satisfaction survey: Percentage of parents, teachers and students satisfied with the performance of their school administrators. *(VVS parents and students are not asked this question)*

Jurisdiction Outcome 4-A

PHPS learning environments are varied, flexible and predictive of students' diverse learning needs and exemplify balanced, evidence based assessments that inform instruction.

Jurisdiction Measures:

4-A.1 PHPS/VVS Satisfaction survey: Assessment and Feedback. Percentage of parents and students satisfied with the communication they get about progress and achievement. Percentage of teachers who report prevalent application of evidentiary assessments and feedback for scaffolding subsequent learning.

4-A.2 PHPS/VVS Satisfaction survey: Active Professional Learning Community. Percentage of staff agreeing that their principal and or vice principal regularly observes student learning in their classes, and the rate at which students feel their principal and or vice principal knows what is happening in their classes.

4-A.3 PHPS/VVS Satisfaction survey: Clarity of Learning Goals. The degree of prevalence at which teachers clarify lesson goals and attempt to predict the variance of students' skills, knowledge and previous understanding.

4-A.4 PHPS/VVS Satisfaction survey: Response to diversity of student needs. Percentage of students who are satisfied that their teachers know them as individuals and know what they need as learners. Also, the prevalence of teacher practice wherein they offer students choices from a range of difficulty and complexity.

4-A.5 PHPS/VVS Satisfaction survey: Meeting learning needs. Percentage of parents agreeing that their children appear confident about what they are learning at school.

Strategies

See the strategies described under the section [Bridging from Provincial Outcomes and District](#)

Priorities and Strategies to School Strategies, above.

Priority: Flexible Approach to Curriculum Delivery

- Continue to ensure that PD focuses on teacher education of specific learning deficits/needs, understanding demands of the online learning environment, understanding how students learn in an online environment and creating a more cohesive approach to supporting this unique group of learners.
- Continue to explore, create and use instruction tools based on assessment of student, understanding demands of the instructional process and assessment, adapting instruction based on student needs, providing strategies/scaffolds and ensuring that students receive direct, explicit instruction. Ongoing assessment in the course design is an important element of effective instruction.

Report on progress through 2018-2019 school year

Accountability Pillar Measures:

- Program of Studies
 - VVS has generally increased its course offerings within the school; while VVS continues to utilize services from ADLC as the provincial service provider in specialized areas (eg: Second Languages), VVS has also started offering, with its own staff, a wider variety of option courses including Social Sciences and CTS.

Report on Key School Strategies:

- Priority: Flexible Approach to Curriculum Delivery
 - VVS is primarily concerned with flexible approaches to curriculum delivery. Flexibility in timing and location are natural fits, VVS has also looked at ways to structure curriculum delivery to be flexible, allowing for students to enter a course like Science 10 at any unit.

OUTCOME FIVE: The education system is well governed and managed.

[View Measurement data in Section 3.](#)

Accountability Pillar Measures:

- 5.1 Parental Involvement:** Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.
- 5.2 School Improvement:** Overall 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.
- 5.3 Education Quality:** Overall teacher, parent and student satisfaction with the overall quality of basic education.

Jurisdiction Measures:

- 5.4 (ACOL Measure – Satisfaction with Program Access)** Percentage of teachers, parents and students satisfied with the accessibility, effectiveness and efficiency of programs and services for students in their community.

- 5.5 **PHPS/VVS Satisfaction survey:** Percentage of parents, teachers and students satisfied with the overall quality of education the Vista Virtual School provides.
- 5.6 **PHPS/VVS Satisfaction survey:** Percentage of parents, teachers and students who give their school of “excellent”, “proficient” or “acceptable”. *(VVS parents and students are not asked this question)*
- 5.7 **PHPS/VVS Satisfaction survey:** Percentage of parents, teachers and students who are satisfied with opportunities to be involved in decisions affecting the school (and students). *(VVS parents and students are not asked this question)*
- 5.8 **PHPS/VVS Satisfaction survey:** Percentage of teachers and students satisfied with the recognition they receive for their accomplishments. *(VVS students are not asked this question)*
- 5.9 Amount of money acquired from third parties in support of community schools.
- 5.10 Number of registered* parent/community volunteers in schools. (“Registered” means they have been vetted as per AP 40-60 – Volunteers in School).
- 5.11 Number of school activities/events taking place in the community. (Quantify events which involve students and the community or parents. This includes but is not limited to school concerts and ceremonies, sporting events, field trips and excursions, guests in the classroom and /or school, etc.)
- 5.12 Number of off-campus partners supporting students in Work Experience, Registered Apprenticeship, Green Certificate and or Dual Credit programs. (NEW Measure in 2015)

Strategies

See the strategies described under the section **Bridging from Provincial Outcomes and District Priorities and Strategies to School Strategies, above.**

Key School Level Strategies Include:

- Support SIS and website enhancements so that they are designed for the unique needs of VVS.
- Brokering renewed letters of understanding between VVS and ADLC to mutual benefit in appropriate areas.
- Continue to work toward enhanced alignment between PASI, SIS and the school budget
- Develop and implement a coordinated communication strategy using the school website, social media and marketing efforts with adults..
- Continue to support teachers working at all campuses and those unique situations working from home via regular professional conversations.
- Continue to develop and determine metrics within SIS that provide indications of teacher/student engagement and effectiveness
- Continue to refine the VVS registration process such that it is automated or semi-automated.

Report on progress through 2018-2019 school year

Accountability Pillar Measures:

- Parental Involvement
 - VVS has involved parents on all electronic communication with students under the age of 18 who are not independent, and parents are involved in full time student intakes.
- School Improvement
 - VVS has continuously reviewed school programming, and has started in this school

year to implement a variety of option courses, but it is noteworthy that the school has a transient student population who are often in the school for only a few, or even one, course. The majority of VVS students do not generally have a context to make comparisons for improvements from year to year.

- Education Quality
 - VVS has a commitment to continuously review course content and delivery methods (eg this year's Math Dept item analysis spreadsheet). There has been a trend of improvement in the VVS data over the past several years.

Report on Key School Strategies:

- VVS was able to complete a new round of cooperative letters with ADLC in the first semester of 2018-19 around a few shared services and spaces. VVS also undertook the establishment of its own Moodle Server, along with the launch of its own Student Information System (SIS) so that the school essentially operates without the use of the ADLC technical infrastructure, beyond what any other provincial school would access. One of the many benefits of this direction will be the ability to draw out real time data for VVS, without depending on ADLC intervention, to help inform VVS instruction.

Section 3: Performance Measure Results and other Quantitative Data

OUTCOME ONE: Alberta Students are successful.

Accountability Pillar 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).

| School Data (From October APORI) | 2019 | | | Previous 3 year Avg | | |
|----------------------------------|------|---------------------|------------------------|---------------------|---------------------|------------------------|
| | N | Acceptable Standard | Standard of Excellence | N | Acceptable Standard | Standard of Excellence |
| | 54 | 112.5 | 19 | 59 | 4.7 | 0.7 |

School Multi-Year PAT Reports: All Subjects

1.2 PDE Acceptable and Excellence 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).

| School Data (From October APORI) | 2019 | | | Previous 3 year Avg | | |
|----------------------------------|------|---------------------|------------------------|---------------------|---------------------|------------------------|
| | N | Acceptable Standard | Standard of Excellence | N | Acceptable Standard | Standard of Excellence |
| | 795 | 89.9 | 30.9 | 744 | 88.2 | 30.8 |

School Multi-Year PDE Reports: All Subjects

1.3 High School Completion Rate High school completion rate of students within three years of entering Grade 10.

(APORI Data, comes in May, and is one year delayed).

| | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
|--------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 3 Year | 0.0 | 0.0 | 0.0 | 2.6 | 8.1 | 14.8 | 33.3 |
| 4 Year | 8.9 | 0.0 | 9.3 | 7.1 | 13.3 | 17.7 | 36.4 |
| 5 Year | 15.5 | 17.8 | 12.7 | 11.5 | 11.5 | 19.3 | 36.1 |

1.4 Drop Out rate Annual dropout rate of students aged 14 to 18.

(APORI Data, comes in May, and is one year delayed).

| | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
|---------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Overall | 7.8 | 10.2 | 5.0 | 4.8 | 4.5 | 7.2 | 4.4 |

1.5 Transition Rate (6 yr) High school to post-secondary transition rate of students within six years of entering Grade 10.

(APORI Data, comes in May, and is one year delayed).

| | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
|--------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| 4 year | 9.7 | 0.0 | 0.0 | 0.0 | 4.2 | 9.9 | 5.9 |
| 6 Year | 11.9 | 7.6 | 8.5 | 6.4 | 13.1 | 4.5 | 26.8 |

1.6 Rutherford Scholarship Rate (Revised) Percentage of Grade 12 students eligible for a Rutherford Scholarship.

(APORI Data, comes in May, and is one year delayed).

| | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
|------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Percentage | 59.5 | 64.3 | 65.2 | 65.5 | 66.4 | 68.2 | 68.5 |

1.7 Diploma Exam Participation Rate (4+ Exams) Percentage of students writing four or more Diploma Exams within three years of entering Grade 10.

(APORI Data, comes in May, and is one year delayed).

| | 2010-2011 | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
|------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Percentage | 0.0 | 0.0 | 0.0 | 3.8 | 3.3 | 12.8 | 17.8 |

1.8 Citizenship Overall teacher, parent and student agreement that students model the characteristics of active citizenship.

(APORI Data, comes in May).

| | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 |
|----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Overall | 61.7 | 61.6 | 67.0 | 67.0 | 72.8 | 92.6 | 78.6 |
| Parents | n/a | n/a | * | * | n/a | n/a | * |
| Students | 52.4 | 55.3 | 54.7 | 53.6 | 62.7 | n/a | 59.3 |
| Teachers | 71.0 | 67.9 | 79.3 | 80.4 | 82.9 | 92.6 | 97.9 |

1.9 Work Preparation Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.

(APORI Data, comes in May).

| | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 |
|----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Overall | 85.0 | 82.4 | 84.2 | 80.0 | 95.0 | 100 | 96.0 |
| Parents | n/a | n/a | * | n/a | n/a | n/a | * |
| Teachers | 85.0 | 82.4 | 84.2 | 80.0 | 95.0 | 100 | 96.0 |

Jurisdiction Measures:

1.10 Percentage of Full Time Equivalent assigned by each school to address a guidance program that includes career, educational and personal counseling.

| | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 |
|---------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Percent | | | | | | | |

1.11 Number and Percentage of students (in grades 7-12) on honor rolls (based on Rutherford criteria).

| | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 |
|---------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Number | | | | | | | |
| Percent | | | | | | | |

1.12 Number and Percentage of students involved with or who participated in service projects.

| | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 |
|---------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Number | | | | | | | |
| Percent | | | | | | | |

1.13 Number and Percentage of grade 10-12 full time students participating in sessions for students on career decision-making .

| | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 |
|---------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Number | | | | | | | |
| Percent | | | | | | | |

1.14 Number of parents of minor grade 10-12 full time students participating in sessions for students on career decision-making.

| | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 |
|--------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Number | | | | | | | |

1.15 Number and Percentage of grade 10-12 students earning (3 or more) credits through Work Experience, RAP, Green Certificate programs and local programs such as Petroleum Field Operators program.

| | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 |
|---------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Number | | | | | | | |
| Percent | | | | | | | |

1.16 Number of credits completed monthly. Annual benchmark on DATE.

| | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 |
|----------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| ADLC | | | | | | | |
| VVS | | | | | | | |
| Block Funding Counts | | | | | | | |

1.17 Assessment of number of contacts with teacher monthly. Annual benchmark on DATE.

| | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 |
|-----|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| VVS | | | | | | | |

OUTCOME TWO: The achievement gap between First Nations, Metis and Inuit students and all other students is eliminated.

To protect privacy, school level FNMI data is not published.

OUTCOME THREE: Alberta's education system is inclusive.

Accountability Pillar Measures:

3.1 Safe and Caring: Overall teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school.

(APORI Data, comes in May).

| | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2016-2017 | 2017-2018 |
|----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Overall | 70.7 | 74.3 | 75.8 | 82.6 | 93.3 | 93.3 | 82.7 |
| Parents | n/a | * | * | n/a | n/a | n/a | * |
| Students | 60.0 | 61.3 | 69.5 | 75.2 | n/a | n/a | 66.7 |
| Teachers | 81.4 | 87.3 | 82.1 | 90.0 | 93.3 | 93.3 | 98.8 |

3.4 At Risk Students: Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely. (This measure added to jurisdiction plan in 2016.)

(APORI Data, comes in May).

| | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 |
|----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Overall | 81.1 | 81.7 | 83.6 | 87.3 | 89.5 | 100 | 89.2 |
| Parents | n/a | n/a | * | * | n/a | n/a | * |
| Students | 65.5 | 73.1 | 67.2 | 77.5 | 78.9 | n/a | 79.7 |
| Teachers | 96.7 | 90.4 | 100 | 89.8 | 100 | 100 | 98.7 |

3.5 Number and Percentage of students with Individual Program Plans (I.P.P).

| | | | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 |
|---|--|--|-----------|-----------|-----------|-----------|-----------|
| Number of students who require IPPs | | | | | | | |
| Percentage of students who require IPPs | | | | | | | |

3.6 Number of coded students who graduate (code 41 to 46).

| | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 |
|--------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Number | | | | | | | |

OUTCOME FOUR: Alberta has excellent teachers, school and school authority leaders.

Accountability Pillar Measures:

4.1 Program of Studies Overall teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, and health and physical education.

(APORI Data, comes in May).

| | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 |
|----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Overall | 72.7 | 61.5 | 63.7 | 67.1 | 74.6 | 90.5 | 84.5 |
| Parents | n/a | n/a | * | * | n/a | n/a | * |
| Students | 68.3 | 46.6 | 47.6 | 61.4 | 64.9 | n/a | 74.4 |
| Teachers | 77.1 | 76.3 | 79.9 | 72.8 | 84.2 | 90.5 | 94.6 |

Jurisdiction Measures:

4.2 (ACOL Measure – In-service Jurisdiction Needs) Percentages 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.

(APORI Data, comes in May).

| | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 |
|----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Teachers | 78.3 | 75.5 | 73.3 | 71.7 | 79.4 | 82.8 | 87.2 |

4.3 PHPS/VVS Satisfaction survey: Percentage of parents, teachers and students satisfied that teachers challenge students to do their best.

Parents: My children’s teachers at my Vista Virtual School challenge students to do their best.

Students: Teachers at my Vista Virtual School challenge me to do my best.

Staff: Teachers at my Vista Virtual School challenge students to do their best.

| | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 |
|----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Parents | - | - | - | - | - | - | - |
| Students | - | - | - | - | - | - | - |
| Staff | - | - | - | - | - | - | - |

4.4 PHPS/VVS Satisfaction survey: Percentage of parents, teachers and students satisfied with the performance of their school administrators.

Parents: I am satisfied with the administration at my school. (VVS students are not asked this question)

Students: I am satisfied with my school’s principals. (VVS students are not asked this question)

Staff: I am satisfied with the administration at my school.

| | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 |
|----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Parents | - | - | - | - | - | - | - |
| Students | - | - | - | - | - | - | - |
| Staff | - | - | - | - | - | - | - |

Jurisdiction Outcome 4-A

PHPS learning environments are varied, flexible and predictive of students' diverse learning needs and exemplify balanced, evidence based assessments that inform instruction.

Jurisdiction Measures:

4-A.1 PHPS/VVS Satisfaction survey: Assessment and Feedback. Percentage of parents and students satisfied with the communication they get about progress and achievement. Percentage of teachers who report prevalent application of evidentiary assessments and feedback for scaffolding subsequent learning.

Parents: I am satisfied with the communication I get about my children's achievement at on Vista Virtual School courses school.

Students: My teacher tells me how I am doing in my Vista Virtual School courses classes.

Teachers (1): I design and/or use assessments to generate evidence of what students have and have not yet learned. (Most or some of the time, do not count 'rarely').

Teachers(2): I provide students with meaningful feedback and provide necessary scaffolding to help them to improve. (Most or some of the time, do not count 'rarely').

| | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 |
|--------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Parents | - | - | - | - | - | - | - |
| Students | - | - | - | - | - | - | - |
| Teachers (1) | - | - | - | - | - | - | - |
| Teachers (2) | - | - | - | - | - | - | - |

4-A.2 PHPS/VVS Satisfaction survey: Active Professional Learning Community. Percentage of staff agreeing that their principal and or vice principal regularly observes student learning in their classes, and the rate at which students feel their principal and or vice principal knows what is happening in their classes.

Students: My principal knows what is happening in my classes. (VVS students are not asked this question)

Teachers: My principal or vice principal regularly observes student learning in my classroom.

| | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 |
|----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Students | - | - | - | - | - | - | - |
| Teachers | - | - | - | - | - | - | - |

4-A.3 PHPS/VVS Satisfaction survey: Clarity of Learning Goals. The degree of prevalence at which teachers clarify lesson goals and attempt to predict the variance of students’ skills, knowledge and previous understanding.

Teachers (1): I make sure that students know how each day’s set of lessons or activities connect to the learning goals. (‘Most’ or ‘Some’ of the time, do not count ‘Rarely’).

Teachers (2): I use more than one medium to present new information; I clarify content vocabulary; and I attempt to connect students’ background knowledge. (‘Most’ or ‘Some’ of the time, do not count ‘Rarely’).

Students: Which of the following describes you best? (Collate the ‘always or usually’ responses).

- I ALWAYS know what I am supposed to learn in my Vista Virtual School classes.
- I USUALLY know what I am supposed to learn in my Vista Virtual School classes.
- I’m OFTEN CONFUSED about what I’m supposed to learn in my Vista Virtual School courses.

| | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 |
|--------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Teachers (1) | - | - | - | - | - | - | - |
| Teachers (2) | - | - | - | - | - | - | - |
| Students | - | - | - | - | - | - | - |

4-A.4 PHPS/VVS Satisfaction survey: Response to diversity of student needs. Percentage of students who are satisfied that their teachers know them as individuals and know what they need as learners. Also, the prevalence of teacher practice wherein they offer students choices from a range of difficulty and complexity.

Students: My teachers know ME. My teachers know what I need to learn next, even if it’s different than someone else.

Teachers: I give students work that ranges in difficulty and complexity. (‘Most’ or ‘Some’ of the time, do not count ‘Rarely’).

| | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 |
|----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Students | - | - | - | - | - | - | - |
| Teachers | - | - | - | - | - | - | - |

4-A.5 PHPS/VVS Satisfaction survey: Meeting learning needs. Percentage of parents agreeing that their children appear confident about what they are learning at school.

Parents: Rather than confused or frustrated, my children appear confident about what they are learning at Vista Virtual School.

| | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 |
|---------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Parents | - | - | - | - | - | - | - |

OUTCOME FIVE: The education system is well governed and managed.

Accountability Pillar Measures:

5.1 Parental Involvement: Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.

(APORI Data, comes in May).

| | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 |
|----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Overall | 71.1 | 89.5 | 84.7 | 83.3 | 88.9 | 92.5 | 90.8 |
| Parents | n/a | n/a | * | * | n/a | n/a | * |
| Teachers | 71.1 | 89.5 | 84.7 | 83.3 | 88.9 | 92.5 | 90.8 |

5.2 School Improvement: Overall 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.

(APORI Data, comes in May).

| | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 |
|----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Overall | 83.5 | 84.3 | 82.7 | 88.7 | 90.2 | 100 | 91.5 |
| Parents | n/a | n/a | * | * | n/a | n/a | * |
| Students | 83.6 | 82.0 | 82.1 | 88.6 | 89.1 | n/a | 82.9 |
| Teachers | 83.3 | 86.7 | 83.3 | 88.9 | 95.0 | 100 | 100 |

5.3 Education Quality: Overall teacher, parent and student satisfaction with the overall quality of basic education.

(APORI Data, comes in May).

| | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 |
|----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Overall | 88.6 | 93.9 | 89.5 | 94.2 | 93.0 | 99.4 | 95.1 |
| Parents | n/a | n/a | * | * | n/a | n/a | * |
| Student | 79.8 | 88.8 | 81.5 | 90.8 | 90.9 | n/a | 90.2 |
| Teachers | 97.5 | 99.1 | 97.5 | 97.5 | 95.2 | 99.4 | 100 |

Jurisdiction Measures:

5.4 (ACOL Measure – Satisfaction with Program Access) Percentage of teachers, parents and students satisfied with the accessibility, effectiveness and efficiency of programs and services for students in their community.

(APORI Data, comes in May).

| | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 |
|----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Overall | 66.7 | 66.7 | 68.3 | 69.6 | 68.2 | 89.4 | 89.3 |
| Parents | n/a | n/a | * | * | n/a | n/a | * |
| Students | 61.9 | 62.5 | 56.6 | 70.7 | 56.6 | n/a | 79.5 |
| Teachers | 71.4 | 70.8 | 80.0 | 68.5 | 79.8 | 89.4 | 99.2 |

5.5 PHPS/VVS Satisfaction survey: Percentage of parents, teachers and students satisfied with the overall quality of education the school provides.

Parents: I am satisfied with the overall quality of education my children receive from Vista Virtual School.

Students: I am satisfied with the overall quality of education I am receiving from Vista Virtual School.

Staff: I am satisfied with the overall quality of education my school provides.

| | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 |
|----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Parents | - | - | - | - | - | - | - |
| Students | - | - | - | - | - | - | - |
| Staff | - | - | - | - | - | - | - |

5.6 PHPS/VVS Satisfaction survey: Percentage of parents, teachers and students who give their school of “excellent”, “proficient” or “acceptable”.

Parents: I would give my children’s school a grade of ... (VVS parents are not asked this question)

Students: I would give my school a grade of ... (VVS students are not asked this question)

Staff: I would give our school a grade of ...

| | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 |
|----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Parents | | | | | | | |
| Students | | | | | | | |
| Staff | - | - | - | - | - | - | - |

5.7 PHPS/VVS Satisfaction survey: Percentage of parents, teachers and students who are satisfied with opportunities to be involved in decisions affecting the school (and students).

Parents: I am satisfied with the opportunities for involvement in decisions affecting education at my child(ren)'s school. (VVS parents are not asked this question)

Students: I am satisfied with the opportunities for involvement in decisions affecting students (VVS students are not asked this question)

Staff: I am satisfied with the opportunities for involvement in decisions affecting school

| | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 |
|----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Parents | | | | | | | |
| Students | | | | | | | |
| Staff | - | - | - | - | - | - | - |

5.8 PHPS/VVS Satisfaction survey: Percentage of teachers and students satisfied with the recognition they receive for their accomplishments.

Students: I get recognition for the good things I do. (VVS students are not asked this question)

Staff: I get recognition for my contributions to student learning.

| | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 |
|---------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Student | | | | | | | |
| Staff | - | - | - | - | - | - | - |

5.9 Amount of money acquired from third parties in support of community schools.

| | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 |
|---------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Dollars | | | | | | | |

5.10 Number of registered* parent/community volunteers in schools. ("Registered" means they have been vetted as per AP 40-60 – Volunteers in School).

| | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 |
|--------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Number | | | | | | | |

5.11 Number of school activities/events taking place in the community. (Quantify events which involve students and the community or parents. This includes but is not limited to school concerts and ceremonies, sporting events, field trips and excursions, guests in the classroom and /or school, etc.)

| | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 |
|--------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Number | | | | | | | |

5.12 Number of off-campus partners supporting students in Work Experience, Registered Apprenticeship, Green Certificate and or Dual Credit programs. (NEW Measure in 2015)

| | 2011-2012 | 2012-2013 | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 | 2017-2018 |
|--------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Number | | | | | | | |