

2013

**High School Flexibility Enhancement Pilot Project
A Summary Report**



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High School Flexibility Enhancement Pilot Project-A Summary Report

In a system that is more learner-centred, Albertans see the role of the teacher changing from that of a knowledge authority to an architect of learning – one who plans, designs and oversees learning activities. Albertans said the teacher should consider the interests, talents, passions and natural curiosities of the learner. The teacher should inspire and motivate, while planting the seeds for life-long learning.

-Inspiring Education: A Dialogue with Albertans p. 23

Since the publication of *Inspiring Education: A Dialogue with Albertans*, the discourse among education stakeholders in the province of Alberta has fundamentally shifted. This document has described a compelling vision of the possibilities of a hopeful future of education in our province that has captured the attention and the imagination of those who serve Alberta students. More importantly, Inspiring Education has redefined the boundaries of what we must consider in our deliberations about the transformation of our education system.

The High School Flexibility Enhancement Pilot Project (HSFEPP) is a living example of what can happen when a professional community takes the initiative to convert the possibility of a transformed system into concrete action. The work of the 16 participating schools¹ has garnered a high degree of interest amongst all key stakeholders in Alberta. The impact of the work in the HSFEPP schools on the nature of the discourse surrounding high school redesign across the province is also evident in the proposals that have come forth from high schools seeking exemption from the 25 hour per credit requirement². Proposals that have come forth have led to an additional 11 schools³ being granted exemption from the 25 hour per credit requirement. Interest continues to grow and many more jurisdictions have expressed a desire to engage in high school redesign work. Jurisdiction leaders are anticipating a positive decision arising out of the HSFEPP. Schools and jurisdiction leaders not participating in the HSFEPP have observed the transformational work being done in the 16 schools participating in the HSFEPP and are awaiting a signal from Alberta Education that they can begin similar explorations in their school communities to align their practices with the vision of Inspiring Education.

¹ The list of 16 participating schools is presented in Appendix A of this report.

² The 25 hour per credit requirement is stated in the *Funding Manual for School Authorities* as: “School authorities must provide students with access to...a minimum of 1000 hours of instruction for Grades 10 to 12; and...a minimum of 25 hours of instruction per high school credit timetabled for both the student and the teacher in the same time period.”

³ The list of 11 schools granted permission to operate outside of the 25 hour per credit requirement is presented in Appendix A of this report.

Minister of Education, Honourable Jeff Johnson has expressed the positive impact that the work of the schools participating in the HSFEPF has had on the province:⁴

“From what I am hearing, it (the HSFEPF) has had great results in terms of inspiring kids, keeping kids interested and keeping them engaged in the things that they want to learn; motivating them to move through things faster and work harder. And doing the same for teachers ... We absolutely want to complete the pilot and we want to roll this out to other schools and we want to see how we can expand it. And, it’s all part of where we are going with the education system and Inspiring Education and where we hope to go...”

Minister Johnson went on to describe in detail the connection between the work of the schools participating in the HSFEPF and the shifts in practice as expressed in *Inspiring Education: A Dialogue with Albertans*:

“...what we talked about in Inspiring Education and where we want to go in the province in terms of instilling critical competencies in kids as opposed to having them just regurgitate content and memorize content. And so, that’s going to require a change to our system; it’s going to require a change to how we teach; the curriculum we teach. It’s going to require having curriculum that’s simpler and less prescriptive and allows teachers and local communities to plan learning experiences; where we bring in experts from the community and experts from around the globe even because no longer in the future is it envisioned that the teachers are always going to be the same. And they necessarily won’t be the sage on the stage or the repository of all the knowledge and content. That’s changing. Educators are telling me, in the future, they are going to be more the architect of learning; they are going to be more the collaborator with the community and helping make sure their kids have those learning experiences. So, whatever we do we need to try to nurture that along and enable that system. And at the end of the day it’s about making sure that kids come out with certain competencies and what we call the ‘three E’s’: the engaged thinker with an entrepreneurial spirit and an ethical citizen. And one of the ways we were testing that out was through the High School Flexibility project.”

In HSFEPF, the department has worked in partnership with the field to nurture and enable a system that is focused on the policy shifts outlined in Inspiring Education – specifically the shifts to focusing on education rather than school, centering on the student rather than the system and building competencies rather than focusing on content. With the province-wide interest garnered in the work of the HSFEPF and the strong endorsement of this work by the Minister, the department has a real opportunity to move the education system forward to transformative high school practice in a meaningful way. The HSFEPF has also brought to light some of the Ministry’s procedural requirements that serve as potential road blocks to meeting the policy shifts outlined in Inspiring Education. Continued support of current HSFEPF participants and feedback from an expanded field of participants

⁴ Excerpts from the January 22, 2013 teleconference with The Honourable Jeff Johnson (<http://ideas.education.alberta.ca/engage/have-your-say/ministers-teleconference-with-parents/teleconference-audio-archive>).

will support the revision of these procedural requirements to align with both Inspiring Education and the reality of transformed practice of high schools.

This summary paper is presented in three parts. First, a brief overview of the major shifts in thinking and practice among the 16 schools participating in the HSFEP is presented. Second, a brief overview of the positive results that are arising out of the project will be presented. Finally, drawing upon the experience and advice of participants, considerations regarding the continuation and expansion of the work of high school redesign will be presented.

Shifts in Thinking and Practice

The removal of the 25 hour per credit requirement has played a significant role in moving practice at participating schools. This has been a central question that has been present in the deliberations between participants. Having the requirement removed for these schools has provided the stimulus or catalyst for the school to consider approaches that deviated from their past practice. The nature of 25 hour per credit requirement, as well as its obvious connection to funding, has caused principals to believe they were being held accountable to a prescriptive approach to school organization that had a direct effect on the instructional practice in their schools. School leaders felt their responsibility was to create an environment where learning was managed by the timetable. The 25 hour per credit requirement forced practitioners to see learning parsed into definable outcomes (courses) that was to be managed by an identified teacher for an identified group of students. It is understandable that school leaders would respond to the 25 hour per credit requirement in this manner when one considers the language “timetabled for both the student and the teacher in the same time period”.

The approach dictated by the 25 hour per credit requirement certainly put a very clear set of parameters around potential innovation and focused not so much on the learning needs of individual students, but primarily on curriculum content delivery. That is, innovation was defined by a single teacher working within the constructs of a single course. Innovation at the school level was often reduced to the development of programs that more efficiently grouped students with their “academic peers” to allow teachers to be more focused in their instruction.

It has been apparent in working with participants in the HSFEP that the removal of the 25 hour requirement has been a necessary condition to “create the space” for innovation needed to move high schools closer to the vision of Inspiring Education. However, it has been equally apparent that the removal of the requirement is not a sufficient condition to transform practice.

Schools participating in the HSFEP have engaged their students, teachers and parents in a critical examination of their current practice and a vision of a desired future. Over the four years of the pilot, a wide array of strategies and shifts have merged in schools.

The description of these shifts arises in large part from a series of interviews with HSFEP participants conducted by a cross-divisional team from Alberta Education that took place in December 2012 and January 2013⁵. The shifts described below are compiled from the observations of the interview team.

Shift in thinking from the responsibility for teaching to the responsibility for learning: The removal of the 25 hour requirement created a shift in thinking about responsibilities of students and teachers. While traditional practice puts the responsibility squarely on the shoulders of the teacher to provide efficient instructional delivery, removal of the 25 hour per credit requirement has created a shift in thinking about who is actually responsible for learning. As the project has progressed, the participating teachers' focus has shifted away from the responsibility of efficiently delivering lessons and "covering" course outcomes and towards the responsibility for teachers to understand, observe and quantify learning that has occurred as a result of greater student engagement in classroom activities. This shift has cast a different light on the nature of the Programs of Study. Rather than teachers committing to a responsibility for the delivery of a select set of outcomes (as is implied by the parsing of outcomes into courses), they are adopting a much broader responsibility of understanding a wide range of outcomes that comprise an entire discipline across grades and streams and developing learning activities that allow them to observe, measure and report learning in relation to this range of outcomes, often through interdisciplinary activities embedded in a project-based inquiry model.

Shift in practice from student compliance to student direction: A shifting attitude about the responsibility for learning has contributed to another major shift that has been observed among participating schools. That is, schools participating in the HSFEP have implemented strategies that create meaningful opportunities for students to direct their learning. One of the most common strategies employed among schools can be described as "Flex Time". Flex time is time set aside for students to make decisions about what they will learn, with whom they learn and where they will find support to learn. Rather than the school directing students to engage in activities, flex time hands control over to students to make decisions that supports their learning needs and interests. While there are a number of ways that schools have managed the use of this time, the core of this strategy is recognition that if learning is to occur, students must take ownership in and responsibility for their learning. Participating schools have seen that the most effective way to nurture a sense of student ownership in learning is to provide an opportunity for students to exercise choice and learn to advocate for their learning.

Shift in thinking about success in learning from achievement to engagement and achievement: At the beginning of the HSFEP, a key concern for participating schools was the level of engagement of its students. Use of the *Tell Them From Me* survey became a key tool for professional staff to understand the nature of the student experience in their schools. In particular, participating schools rallied around the notion of understanding more fully the intellectual engagement of their students. While achievement continued to be front and center in the aims of the professional staff, it became apparent that this single measure of "success" was insufficient to be assured that students were fully benefiting

⁵ The interview team consisted of members from the following sectors: FNMI and Field Services; Programs of Study and Resources; Assessment; and, Strategic Financial Services

from learning activities. As the project has progressed, the discourse among schools has become much more balanced as it draws upon evidence about both engagement and achievement.

Shift in practice from isolation towards collaboration: As teacher responsibility has shifted away from simply honing individual skills to more effectively delivering course content towards a broader conception of responsibility to the quality of the learning experience for students, teachers have become much more collaborative in their work. This has been manifested in the growth of collaborative delivery methods and intentional collaborative planning. As teachers have realized that meaningful learning activities for students require a broader and deeper understanding of a wide range of outcomes, it has become apparent that individual teachers need to draw upon the expertise of colleagues to gain this insight. Teachers discovered the power of alternative perspectives in their collective mission to observe, quantify and report student learning.

Leadership that empowers teachers and students as decision makers: A final shift that has become evident in participating schools refers to the nature of leadership in participating schools. The role of leadership is critical in setting the conditions for successful changes in practice. Of note in many of the HSFEP schools has been the degree to which principals and administrative teams have empowered their staff to make meaningful decisions that affect the conditions of their instructional practice. Project principals have worked diligently to engage all stakeholders in an examination of practice and exploration of opportunities to transform. Project principals have established a clear vision that has emerged out of the engagement of stakeholders. Most critically, principals have empowered practitioners to be innovative, to challenge themselves and each other and to be creative in expressing their work. The result has been twofold. First, many of the HSFEP schools are continuously generating ideas and testing practice to better enhance learning conditions for both students and teachers. Secondly, interviews with teachers have indicated that they are empowering their students to be as creative and innovative in their learning. This creative, entrepreneurial approach to the work of schools has led to a healthy desire to seek feedback, through both quantitative and qualitative data, to determine the effectiveness of their work. Data collected has been seen as feedback that guides practice. While this feedback guides and informs teacher practice, it is the desire to create enhanced learning conditions that drives their practice – it is not the data that drives it.

The shifts outlined above have created an informed perspective on the role that time plays in the endeavor of learning. While the 25 hour per credit requirement created practices of rigidity where time became a barrier for both students and teachers, these shifts have re-cast time as a resource for students and teachers to use to support them in learning. While the schools participating in the HSFEP still use a timetable to organize their students and teachers, it is clear the timetable does not determine how learning occurs. The timetable helps to organize teachers and students without defining a rigid barrier for how, when, how long or with whom learning should occur. These crucial decisions are left with and have been taken up by the students and teachers that benefit most from the resource of time.

This “renewed” sense of the value of time – for both teachers and students – has emerged out of shifts in thinking and practice that are inextricably aligned with policy shifts in Inspiring Education. Shifting the emphasis on time as a variable controlled by the school to providing time for teachers and students to

respond meaningfully to emerging learning needs and interest has allowed schools to become less focused on the school and system and more focused on education and the learner. Breaking the link between the timetable and the effect that the timetable has on pacing students through prescribed outcomes has enabled schools to see the goal of their instructional practice as the building of competencies and not simply focused on delivering content. The value that the HSFEP project has added to the transformation of the system is a window into the impact that these shifts have had on the re-conception of the work of students, teachers, schools and jurisdictions that will help guide future decisions.

Results

A suite of measures has been collected over the life of the HSFEP⁶. A good portion of these measures is drawn from the Accountability Pillar and, as such, some of the data will not be fully compiled until late in the 2013-2014 school year. However, there are strong trends that are apparent in the collection of measureable data to this point. These positive trends coupled with anecdotal evidence collected in interviews with principals and staff at participating schools provides a solid foundation for the analysis that follows. This section provides a brief overview of the positive results as well as an outline of the qualitative evidence gathered over the project.

Over the life of the HSFEP, participating schools have shown positive trends in the following key measures:

- High School Completion Rate has increased or stayed the same at 69% of the schools;
- Drop-Out Rate has decreased or stayed the same at 94% of the schools;
- Diploma Exam Participation Rate has increased or stayed the same at 69% of the schools;
- Course Completion Rate has increased or stayed the same at 88% of the schools;
- Parents' perception of school improvement has increased or stayed the same at 86% of the schools;
- Teachers' perception of school improvement has increased or stayed the same at 67% of the schools.
- Students' perception of the quality of education has increased or stayed the same at 63% of the schools.

In addition to these results, one of the most significant positive results from across participating schools has been the increase in Intellectual Engagement as measured by the Tell Them From Me Survey. Intellectual Engagement is a composite measure that includes student interest and motivation, their perception of rigour and relevance in their coursework, the effectiveness of learning time and the effort they are extending in their coursework. This measure is trending strongly upwards in 81% of the schools and, as a group, schools participating in the HSFEP are outperforming both Canadian and Alberta norms in Intellectual Engagement.

⁶ A description of measures collected as well as a presentation of measures collected to date appear in Appendix B of this report.

Qualitative evidence gathered through interviews with participating principals and teachers indicates significant cultural shifts have occurred in schools, with students taking ownership for their learning and teachers showing much more flexibility in supporting all students to succeed. Principals and teachers have reported a much more purposeful atmosphere in their schools and a reduction in disciplinary issues. It is noteworthy that many principals, teachers and students have reported that there is a sense of calm in their school; that overall their schools seems less “stressed-out” and “frantic”. Time is available to all stakeholders to approach learning in a manner that suits them best and is most responsive to the natural “ebb and flow” of the school year.

Moving forward

In October 2012, principals participating in the HSFEP were asked for feedback about a potential recommendation to have the 25 hour per credit requirement permanently removed for their schools. These recommendations were reviewed and agreed upon by their superintendents. The results were unanimous. All principals supported the permanent removal of the 25 hour per credit requirement for their schools stating that without the permanent removal they felt they would not be able to continue with the evolution of their high school redesign. They also indicated the degree of transformation that has occurred within their schools makes “going back to past practice” untenable. Principals expressed that, at this stage there would be no support from students, parents or teachers to revert to past practice.

Principals have indicated that the opportunity to explore high school redesign through the removal of the 25 hour per credit requirement is a critical step in moving the transformation agenda forward in the province. The experience of principals with the HSFEP indicates the following features were seen to be essential in helping them move forward in a positive direction:

- The level of accountability that has been in place through the partnership with Alberta Education. This level of accountability was achieved through a focus on an agreed upon set of measures and a requirement to reflect annually on their progress through a regular report.
- The expectation to build redesign efforts around the needs and interests of the local community garnered through on-going engagement with key stakeholders.
- The expectation for schools to collaborate with each other through the planning and early implementation stages of redesign. This collaboration provided an invaluable source of ideas and support in the early phases of redesign but also provided a measure of mutual accountability to the vision of enhanced learning conditions.

While there is strong agreement among participating schools that the 25 hour per credit requirement should be removed for all schools in the province, there appears to be equally strong agreement that the removal must be accomplished through a process that maintains the collaborative link between participating schools, systems and Alberta Education. It is recognized that simply removing the requirement for all schools will not in and of itself lead to transformed practice that will enhance learning conditions and meet the vision of Inspiring Education.

The HSFEP has garnered a high degree of interest in high school redesign and has helped school leaders throughout the province understand the practical implications of transformative practice envisioned in Inspiring Education. The removal of the 25 hour per credit requirement in 11 additional schools as well as mounting pressure on the department to respond to increased requests is evidence of a keen interest in reimagining high schools. This reality presents an opportunity for a much wider engagement in the exploration of practice aligned with the future vision of education in this province.

Inspiring Education: A Dialogue with Albertans provides a vision and direction (through the stated policy shifts) to transform the system. Creating the impetus to change and providing the conditions for action on this initiative, as has been demonstrated by the HSFEP participants, has led to a significant investment of energy and commitment by school authorities. The momentum is building for exciting and productive change in all schools and the continued support for HSFEP - like activity in schools is highly recommended by stakeholders.

The current field of HSFEP participants has suggested that, as work in this important project continues, Alberta Education must take steps to also address:

- The current model of funding;
- The nature of the curriculum (including programs of study, assessment and learning resources);
- The process of high school credentialing;
- The conception of success; how we measure it, report it and how we are held accountable to it.

While there is work underway to address all of these areas, the scope of this work is large and time-consuming. The results of the HSFEP to date makes clear that in the Ministry's partnership with high schools in the province is a critically important step on the path of transformation aligned with the vision of Inspiring Education.

Stakeholders suggest that further expansion of high school redesign efforts through the removal of the 25 hour per credit requirement must move ahead intentionally. Inviting non-participating jurisdictions to submit proposals to move forward will create two critical opportunities. First, it will begin a conversation and partnership between new schools and the department. Secondly, it will provide the opportunity to engage new participants with those who have had experience with redesign over the last four year. This will ensure that the system is "learning together" and held accountable as it moves along the path of transformation that is intended in Inspiring Education.

APPENDIX A

Below is a list of the schools participating in the High School Flexibility Enhancement Project. A suite of measures was collected for each of the schools participating in the project. Results from the collection of these measures are reported in appendix B of this report.

HIGH SCHOOL FLEXIBILITY ENHANCEMENT PILOT PROJECT PARTICIPATING SCHOOLS AND SCHOOL AUTHORITIES

School	District	Location
Grand Prairie Composite	Grande Prairie Public School District	Grande Prairie
Bellerose Composite	St. Albert Public Separate School District #6	St. Albert
Olds High School	Chinook's Edge School Division #73	Olds
JC Charyk School	Prairie Land Regional Division #25	Hanna
Bishop McNally High School	Calgary Roman Catholic Separate School District #1	Calgary
Holy Trinity Academy	Christ the Redeemer Catholic Separate Regional Division #3	Okotoks
Catholic Central High School	Holy Spirit Roman Catholic Separate Regional Division #4	Lethbridge
M.E. Lazerte High School	Edmonton School District #7	Edmonton
Spruce Grove Composite	Parkland School Division #70	Spruce Grove
Wm E Hay Composite	Clearview School Division #71	Stettler
Peace Wapiti Academy	Peace Wapiti School Division #76	Grande Prairie
Edwin Parr Composite	Aspen View Schools Regional Division #19	Athabasca
St. Francis of Assisi Catholic Academy	Living Waters Catholic Schools Regional Division #42	Slave Lake
James Fowler High School	Calgary School District #19	Calgary
Ecole St. Marguerite-Bourgeoys	Conseil Scolaire Catholique et Francophone du Sud de l'Alberta	Calgary
Archbishop O'Leary Catholic High School	Edmonton Catholic Separate School District #7	Edmonton

In addition to the 16 schools listed above, 11 schools have been granted exemption from the 25 hour per credit based on proposals made to the department over the life of the High School Flexibility Enhancement Project. These schools, however, were not considered as part of the cohort of the 16

original participants and, thus, have not had the suite of measures collected. The additional 11 schools are listed in the chart on the next page.

**HIGH SCHOOLS EXEMPTED FROM THE 25 HOUR PER CREDIT REQUIREMENT
NOT PARTICIPATING IN THE HSFEP**

School	District	Location
St. Joseph High School	Grande Prairie Roman Catholic Separate School District #28	Grande Prairie
Mother Margaret Mary High School	Edmonton Catholic Separate School District #7	Edmonton
Springbank High School	Rocky View School Division #41	Springbank
Lethbridge Collegiate Institute	Lethbridge School District #51	Lethbridge
Western Canada High School	Calgary School District #19	Calgary
Ernest Manning High School	Calgary School District #19	Calgary
Central Memorial High School	Calgary School District #19	Calgary
Robert Thirsk High School	Calgary School District #19	Calgary
CBe-learn	Calgary School District #19	Calgary
National Sport School	Calgary School District #19	Calgary
Alternative High School	Calgary School District #19	Calgary

APPENDIX B

REPORT OF RESULTS

Results on a suite of 16 measures have been collected for the 16 schools participating in the HSFEPP. Following is a description of each measure.

High School Completion

This measure is taken from the annual Accountability Pillar Reports for each participating school. This measure is an indication of those students who completed high school within three years of entering Grade 10. A student is considered to have completed if they meet the requirements for an Alberta High School Diploma, a Certificate of high school achievement or an Alberta High School Equivalency Diploma (GED). Included as completers are: those students who may not have met the requirements above but have entered an Alberta post-secondary program, or have registered in an Alberta apprenticeship program, or have earned credit for five Grade 12 level courses, including four diploma exam courses. An increase in this measure would indicate a positive trend.

Drop Out Rate

This measure is taken from the annual Accountability Pillar Reports for each participating school. This measure is an indication of students who have left the education system without completing high school.

A decline in this measure would indicate a positive trend.

Diploma Exam Participation

This measure is taken from the annual Accountability Pillar Reports for each participating school. This measure is an indication of the percentage of students who have written four or more diploma examinations within three years of high school.

An increase in this measure would indicate a positive trend.

Diploma Exam Acceptable

This measure is taken from the annual Accountability Pillar Reports for each participating school. The measure reports the percentages of students taking the examination who achieve the acceptable standard (i.e. a mark of 50%) as a weighted average taken over all exams written in the school.

An increase in this measure would indicate a positive trend.

Diploma Exam Excellence

This measure is taken from the annual Accountability Pillar Reports for each participating school. The measure reports the percentages of students taking the examination who achieve the standard of excellence (i.e. a mark of 80%+) as a weighted average taken over all exams written in the school.

An increase in this measure would indicate a positive trend.

Student Migration

This measure is taken from annual September 30th enrolment statistics collected by Alberta Education. By comparing the registration of students from year-to-year on September 30th we are able to determine if a student migrated in or out of a school. Students are registered as “migrating out” of a school if they drop off a school’s registration in comparison to the previous year and are considered as “migrating in” if they appear on a school’s registration list for the first time in any given year. For a Grade 10–12 school there will be a large migration of students into Grade 10 and is a large migration out of Grade 12 students (mostly to graduation).

In the spirit of creating an inclusive school community focused on the success of each child, school personnel are concerned when students leave their school before they have completed their high school studies. Although there will always be an element of migration out of a school for families that move to other communities, inclusive schools are focused on retaining those students they serve and stemming any movement of students between schools within the same geographic region.

For the purposes of a student migration summary statistic for the High School Flexibility Enhancement Project, the percentage loss of students at the Grade 10 and Grade 11 level is reported as this best represents the students that inclusive schools would be interested in retaining through graduation. A decline in this measure would indicate a positive trend.

Student, Parent and Teacher Satisfaction

The charts provide 11 measures of satisfaction gleaned from the Accountability Pillar Survey that is administered annually to all teachers and to Grade 10 students and parents in Alberta schools. The 16 participating schools in the High School Flexibility Enhancement Project used surveys with all of their parents and students starting in the 2010/2011 school year. As a result, the results for 2010/2011 and beyond represent the satisfaction of ALL students, parents and teachers in these 16 schools whereas the baseline and 3-year average measures for the satisfaction questions represent the satisfaction of only the Grade 10 students and parents.

The questions from the Accountability Pillar Survey on which the results are reported include:

Student Satisfaction Questions:

- *Overall, is the education you are receiving at school (Very Good, Good, Poor, Very Poor, Don’t Know)?*
- *Is the quality of teaching at your school (Very Good, Good, Poor, Very Poor, Don’t Know)?*

Parent/ Teacher Satisfaction Questions:

How satisfied or dissatisfied are you...(Very satisfied, Satisfied, Dissatisfied, Very Dissatisfied, Don’t Know)

- *With the quality of education your child is receiving at school?*
- *With the quality of teaching at your child’s school?*

An increase in these measures would indicate a positive trend.

Course Completion

This measure comes from data that is collected from schools annually by Alberta Education. When a student completes a course, this information is reported to and stored by Alberta Education. The data includes the course name, number of credits and the assessed grade for each course that a student completes. The measure reported in the charts represents the average number of courses taken by a student in each of the participating schools based on the data that has been collected by Alberta Education on behalf of the school. The credit value of a “course” may range from 1 to 10 credits. For example, all Career and Technology Studies courses are reported as 1-credit modules whereas a Work Experience course could be reported as 10 credits. The measure, as reported, does not factor in the credit value; it simply divides the total courses completed at the school by the September 30th enrolment at the school in the same year providing an overall average number of courses taken by each student each year. An increase in this measure would indicate a positive trend.

Intellectual Engagement

The Intellectual Engagement measure is taken from the *Tell Them From Me Survey* which is given to students at each of the participating schools twice a year. The measure is a composite measure that is based on the responses of the students to 54 questions drawn from survey measures on Interest and Motivation, Effective Learning Time, Relevance, and Rigor in the subject areas of Language Arts, Mathematics and Science. Students who meet a certain response threshold are considered to be intellectually engaged. The result is measured as a percentage.

The *Tell Them From Me Survey* is widely used across Canada. As a result, a Canadian norm is available for measures collected by this survey. The Canadian norm for Intellectual Engagement Composite for high schools for the 2010/2011 school year was 44%.

An increase in this measure would indicate a positive trend.

Two charts appear below. The first provides the most current results for each measure reported as the median among all of the participating HSFEPP participating schools. While the chart reveals positive growth in several of the measures, a more detailed analysis of trends is provided in the second chart.

Chart 1: Summary of Year 2 Measures -Medians (All Schools October 2012)

Measure	3 Year Average	Baseline Year	Baseline Measure	Current Year	Current Measure
High School Completion (3 year)	74.6	08/09	76.2	10/11	71.6
Drop Out Rate	3.2	08/09	3.3	10/11	2.9
Diploma Exam Participation (4 + Exams)	52.0	08/09	48.2	10/11	52.6
Diploma Exam Acceptable (50% +)	79.7	08/09	80.9	10/11	75.5
Diploma Exam Excellence (80+)	11.8	08/09	13.8	10/11	11.4
Student Migration (% Grade 10 and 11 Loss)	15.3	08/09	14.5	10/11	12.7
Student - Quality of Education	93.7	09/10	94.0	11/12	94.0
Student - Quality of Teaching	88.0	09/10	90.0	11/12	88.0
Parent - Quality of Education	87.0	09/10	85.0	11/12	89.0
Parent - Quality of Teaching	84.3	09/10	83.0	11/12	82.0
Parent - Improvement/Stay	73.0	09/10	73.0	11/12	76.0
Teacher - Quality of Education	97.3	09/10	97.0	11/12	95.0
Teacher – Quality of Teaching	98.7	09/10	97.5	11/12	96.0
Teacher – Improvement/Stay	79.7	09/10	86.5	11/12	83.0
Course Completion	23.1	09/10	23.5	11/12	24.5
Intellectual Engagement	--	09/10	48.0	11/12	54.8

**Note: Measures that are shaded lag by one school year.

This second chart presents trends in each of the measures reported on a school-by-school basis. The trend is determined by comparing the three-year average of each measure taken prior to the HSFEPP project to the three-year average of the same measure over the three year period of the project. In this second chart, measures with positive trends are highlighted in yellow, measures where there has been a decline are highlighted in red and those that are not highlighted are maintaining their result.

Chart 2: Trends in Measures Comparison of 3-year Averages Pre-Project and Project Years (All Schools)

School	High School Completion (3yr)	Drop Out Rate	Dip Exam Participation	Dip Exam Acceptable	Dip Exam Excellence	Course Completion	Student Migration	Intellectual Engagement*		Student (Quality of Education)	Student (Quality of Teaching)	Parent (Quality of Education)	Parent (Quality of Teaching)	Parent (Improvement/Stay)	Teacher (Quality of Education)	Teacher (Quality of Teaching)	Teacher (Improvement/Stay)
A	pos	stay	pos	pos	pos	stay	pos	pos		pos	neg	neg	pos	pos	pos	stay	pos
B	neg	stay	pos	neg	neg	stay	pos	pos		pos	pos	neg	neg	pos	stay	pos	neg
C	pos	pos	pos	neg	neg	pos	neg	pos		stay	stay	pos	stay	pos	neg	neg	neg
D	pos	stay	stay	stay	neg	stay	neg	pos		neg	neg	neg	neg	pos	stay	neg	stay
E	stay	neg	neg	neg	stay	pos	neg	pos		neg	stay	stay	pos	pos	neg	neg	neg
F	pos	pos	pos	neg	neg	pos	stay	pos		stay	neg	neg	pos	pos	neg	neg	pos
G	pos	stay	pos	stay	pos	stay	stay	stay		stay	stay	neg	stay	pos	neg	neg	pos
H	neg	stay	neg	neg	neg	stay	neg	pos		neg	neg	neg	neg	neg	n/a	n/a	n/a
I	stay	pos	pos	stay	pos	stay	stay	pos		stay	stay	stay	stay	pos	pos	pos	pos
J	pos	pos	pos	neg	neg	pos	pos	neg		neg	neg	neg	neg	pos	pos	stay	pos
K	stay	stay	neg	pos	pos	stay	pos	pos		pos	pos	pos	pos	pos	stay	stay	pos
L	neg	pos	stay	neg	stay	pos	pos	neg		pos	pos	neg	neg	pos	neg	neg	stay
M	pos	stay	pos	neg	neg	stay	pos	pos		stay	stay	pos	neg	pos	neg	pos	neg
N	neg	pos	neg	neg	neg	neg	neg	pos		pos	pos	n/a	n/a	n/a	neg	stay	pos
O	neg	pos	neg	neg	neg	stay	neg	neg		neg	pos	n/a	n/a	n/a	pos	pos	neg
P	stay	stay	pos	neg	neg	pos	stay	pos		pos	neg	neg	pos	neg	stay	neg	pos
OVERALL	POS	POS	POS	NEG	NEG	POS	POS	POS		POS	NEG	NEG	STAY	POS	NEG	NEG	POS

*Intellectual Engagement has only been measured over the life of the project. There is no comparison data available for the pre-project years.