

ADLC

Alberta Distance
Learning Centre

**Annual Education Results Report
2015-2016**

**Three Year Education Plan
2016-2019**

November 20 2016

"Success for Every Student"

NOTICE

ADLC has selected to use the combined Ed Plan / Annual Education Results Report format.
The Education Results portion of this document was approved by Board Motion: 6862/11/16

Please Note: This is a combined document, and it has been structured to align with the 2015/2016 AERR – 2016/2019 Alberta Education 3 year plan template.

This Education Plan / Annual Education Results Report has been compiled by Brett Cooper, Director of Alberta Distance Learning Centre

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Vision

Values

Outcome 1: Alberta's students are successful

Outcome 2: The achievement gap between First Nations, Metis and Inuit students and all other students is eliminated.

Outcome 3: Alberta's education system is inclusive.

Outcome 4: Alberta has excellent teachers, school and school authority leaders.

Outcome 5: The education system is well governed and managed.

Outcome 1: Alberta's students are successful.

Possible Indicators of Success (Measures)

Strategies

Outcome 2: The achievement gap between First Nations, Metis and Inuit students and all other students is eliminated.

Possible Indicators of Success (Measures)

Strategies

Outcome 3: Alberta's education system is Inclusive.

Possible Indicators of Success (Measures)

Strategies

Outcome 4: Alberta has excellent teachers, school and school authority leaders.

Possible Indicators of Success (Measures)

Strategies

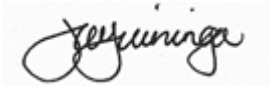
Outcome 5: The education system is well governed and managed.

Possible Indicators of Success (Measures)

Strategies

Accountability Statement

The Annual Education Results Report for Alberta Distance Learning Centre | ADLC for the 2015-2016 school year was prepared under the direction of the Board in accordance with the directives of the Service Agreement – Schedule B (September 2014). The Board is committed to using this report, to the best of our abilities, to improve the outcomes for students enrolled with Alberta Distance Learning Centre. We have used the results to develop sound strategies for our *Education Plan 2016-19* to ensure that all our students can acquire the knowledge, skills, and attitudes they need to be self-reliant, responsible, caring, and contributing members of society.



Jennifer Tuininga
Board Chair



Colleen Symyrozum-Watt
Superintendent of Schools

ADLC Annual Education Results Report Distribution

This report will be posted on the Alberta Distance Learning Centre | ADLC website at www.adlc.ca where a PDF version will be available for download. Copies will also be available at:

Alberta Distance Learning Centre | ADLC
4601 - 63 Avenue, Barrhead, Alberta.

Overview

Alberta Distance Learning Centre | ADLC's Education Plan 15-18 guides and focuses ADLC's continuous improvement efforts. Operating as a subsidiary of Pembina Hills Public Schools (PHPS) and working within the terms of the Service Agreement with Alberta Education (AE), ADLC has a provincial mandate to provide distributed learning services, as outlined in "Schedule A" of the Agreement, to learners in Grade 1 through 12 programs across Alberta. Given this responsibility, ADLC's *Education Plan* has a strong provincial focus and is responsive to the needs of individual learners and school partners. The *Education Plan* is in accordance with the policies of Pembina Hills Public Schools (PHPS) and Alberta Education (AE).

Provincial Terms of Reference

As a service provider with a provincial mandate, ADLC is responsive to the following:

- The terms of Schedules A and B of the Service Agreement between Alberta Education and PHPS and amendments covering July 2016 to August 2018.
- Supporting distance education in Alberta is part of ADLC's mandate. ADLC is a primary contributor in strengthening learning opportunities for students by developing collaborative and sustainable relationships that allow learning and teaching to be individualized and independent of time and place.
- Congruent with previous ADLC education plans, we support high-yield strategies that improve provincial high school completions. We enhance our understanding and implementation of best practices and our effectiveness in increasing student completions.

Preamble

The Alberta Distance Learning Centre | ADLC has embraced the block funding model it has been working under since the 2014-2015 school year. We are pleased with the number of school partners that value our service as evidenced through sustained partnerships and increased usage from 2014/15. As

an integral part of education throughout Alberta, our main focus remains what it has been for the past 93 years; serving students and schools in Alberta.

Historical Background

Alberta Distance Learning Centre | ADLC has a long and rich history. From humble origins in a back office in the Legislature to the high tech workplaces and home offices of today, ADLC has provided Alberta students with high quality educational programming "any time, any place, and any pace" for over 90 years. Since its creation in 1923, ADLC has provided direct service to more than 1.57 million students. Alberta Education's experiment in correspondence education was named the "Correspondence Branch" in 1927.

The demand for correspondence courses grew steadily. Beginning in 1939, a reorganized Correspondence School Branch added correspondence education for Grades 9 to 12 at the rate of one grade per year. Enrolments soared during World War II, and in the immediate postwar years, largely because of a province-wide teacher shortage. By the mid-1950s, demand for elementary and junior high courses had subsided, but senior high school enrolments grew at an unprecedented rate.

In 1973, the Correspondence School Branch was renamed the Alberta Correspondence School, and in 1983 the school was relocated from Edmonton to Barrhead. In 1991 our name was changed to Alberta Distance Learning Centre to reflect the shift from print-based correspondence education to distance learning using both print and media.

In the late 1980s, students started using facsimile transmission to submit lessons, and in 1995, students began to submit assignments by electronic mail. In 1997, the operation of ADLC was transferred from the Alberta Government to Pembina Hills Regional School Division No. 7. Although its governance structure changed, its mandate remained the provision and facilitation of distance education services to students and partner schools throughout Alberta. Regional offices were opened in Edmonton, Calgary, and Lethbridge to coordinate regional delivery of services.

Modern Timeline

1983 - The Alberta Correspondence School relocated from Edmonton to Barrhead, retaining a regional office in Edmonton.

1991 - The Alberta Correspondence School was renamed Alberta Distance Learning Centre.

1996 - Alberta Distance Learning Centre joined with Pembina Hills School Division's Vista Virtual School to create the ADLC Online School.

1997 - Alberta Distance Learning Centre was divested to Pembina Hills Regional School Division..

1998 - Alberta Distance Learning Centre opened its Calgary office.

2006 - Distance Learning Options South (DLOS), centred in Lethbridge, joined ADLC.

2008 - A Service Agreement was established with Alberta Education.

2010 - 2014 - ADLC Service Agreement with Alberta Education extended to 2014.

Sept. 2014-2016 - A two year amendment to the service agreement is in place between Pembina Hills Public Schools and Alberta Education on behalf of ADLC.

July 2016-2018 - A two year amendment is signed providing continued service to August 2018.

ADLC's Strengths and Capacities

Our stakeholders are strongly supportive of the services and curriculum support materials that we provide. Evidence lies in the stability, (and increases) of our enrolments with school partners.

The following are key strengths of ADLC:

- Student-centred, service-centred approach united by a common vision
- Committed and empowered staff with focused leadership
- Finding individual solutions for students and educators
- Strong relationship-building capacity with partners
- The ability to perform effectively in high demand and crisis situations
- Commitment to acting proactively
- Emphasis on flexible and responsive learning based upon UDL principles and utilizing Quality Matters as a framework for course development
- ADLC partners with 111 Educational Authorities, 610 Schools, 762 Communities, and over 40,000 students provincially
- Synchronous Diploma preparation offered to students prior to writing

Diploma exam results are a standardized measure ADLC uses as an indicator in comparison to other 10-12 providers in Alberta. The chart below reflects five years of diploma results and more importantly shows the strength of distance education as a viable option for Alberta students.

Course	Measure	Alberta Distance Learning Ctr.			Alberta							
		Achievement	Improvement	Overall	2015		Prev. 3 Yr.		2015		Prev. 3 Yr.	
					N	%	N	%	N	%	N	%
English Lang. Arts 30-1	Diploma Examination	Intermediate	Improved	Good	117	88.9	317	84.5	28,104	86.5	29,085	86.6
	Diploma Examination	Intermediate	Maintained	Acceptable	117	8.5	317	7.9	28,104	11.5	29,085	11.2
English Lang. Arts 30-2	Diploma Examination	Intermediate	Maintained	Acceptable	111	93.7	214	92.3	16,324	88.7	15,323	89.6
	Diploma Examination	High	Improved	Good	111	18.9	214	13.9	16,324	11.3	15,323	11.6
French Lang. Arts 30-1	Diploma Examination	Very High	Maintained	Excellent	20	100.0	15	98.2	1,278	95.5	1,224	95.9
	Diploma Examination	Intermediate	Maintained	Acceptable	20	15.0	15	11.7	1,278	9.9	1,224	13.5
Mathematics 30-1	Diploma Examination	n/a	Maintained	n/a	110	68.2	148	73.6	20,915	76.2	20,619	78.0
	Diploma Examination	n/a	Maintained	n/a	110	30.0	148	27.6	20,915	31.7	20,619	31.9
Mathematics 30-2	Diploma Examination	n/a	Improved	n/a	102	63.3	188	77.4	12,558	73.9	10,829	70.4
	Diploma Examination	n/a	Maintained	n/a	102	23.5	188	19.3	12,558	15.5	10,829	12.3
Social Studies 30-1	Diploma Examination	High	Improved Significantly	Good	101	90.1	355	75.1	21,038	87.1	22,680	85.8
	Diploma Examination	Intermediate	Maintained	Acceptable	101	10.9	355	9.4	21,038	16.2	22,680	15.4
Social Studies 30-2	Diploma Examination	High	Improved Significantly	Good	117	90.6	457	80.3	19,617	81.3	18,230	83.1
	Diploma Examination	High	Improved	Good	117	17.9	457	13.7	19,617	12.5	18,230	14.1
Biology 30	Diploma Examination	Intermediate	Improved Significantly	Good	157	85.4	416	74.7	21,219	85.9	22,506	83.9
	Diploma Examination	High	Improved	Good	157	29.3	416	22.5	21,219	33.0	22,506	30.7
Chemistry 30	Diploma Examination	High	Improved	Good	51	80.4	146	71.9	19,050	82.2	18,412	79.1
	Diploma Examination	Intermediate	Maintained	Acceptable	51	25.5	146	26.4	19,050	34.2	18,412	31.9
Physics 30	Diploma Examination	High	Improved	Good	58	86.2	138	76.8	10,573	83.9	10,127	81.9
	Diploma Examination	High	Improved Significantly	Good	58	39.7	138	21.8	10,573	35.8	10,127	31.8
Science 30	Diploma Examination	High	Improved Significantly	Good	116	94.0	224	79.2	7,819	83.9	6,190	83.0
	Diploma Examination	Very High	Improved Significantly	Excellent	116	39.7	224	28.3	7,819	28.7	6,190	24.4

Mandate

ADLC operates as a subsidiary of Pembina Hill Public Schools and works within the terms of the Service Agreement with Alberta Education. ADLC has a provincial mandate to work with partner jurisdictions, schools, and individual students to provide distance education to learners in Grades 1-12 across Alberta.

Programs and Services

ADLC offers two main programs for students and school partners across the province. These are Student Instruction and Teacher Support.

1) Student Instruction

Individual students registered with ADLC receive instruction through online courses, blended courses or print resources. ADLC provides distance education instruction and marking to students in any Alberta school or school jurisdiction and submits marks to Alberta Education. Schools retain responsibility for

their students as defined by the Alberta School Act. Schools choosing Student Instruction retain 44% of CEU funding.

Students have shown great success in completing courses when supported by passionate teachers, administrators, and facilitators in partnership with ADLC.

Our objective is to expand educational opportunities, increase flexibility, and increase capacity for schools to provide their students with access to the courses they need when they need them and at their own pace.

Table 1.1 Student Instruction Courses by Department

Department	2014-2015		2015-2016	
	Enrolments	CEU's	Enrolments	CEU's
Other	160	752.5	324	1563
Second Languages 10-12	710	3550	899	4485
SH CTS	13791	13816.5	14298	14298
SH English	1522	7610	1796	8980
SH Math	2066	10330	2383	11915
SH PEC	3414	9395	3790	10607
SH Science	3591	15555	3728	16875
SH Social Studies	1320	6600	1624	8120
Grand Total	26574	67609	28842	76843

NB 14/15 numbers have been adjusted to reflect enrollments from Sept 1 yearly. Previously these numbers were rolled over Aug 17 of each year. Please note there was a 9% growth in high school course enrolments. 93% of our total SI enrolments are Grades 10-12.

Table 1.2 Elementary/Junior High Funded Student Instruction Enrolments.

	2014-2015	2015-2016	% Diff
EJ Enrichment Programs	543	560	
EJ Language Arts	429	421	

EJ Math	468	433	
EJ Science	340	261	
EJ Social Studies	333	252	
EJ Second Languages	186	95	
Grand Total	2376	2061	-13%

Note: In previous years we reported Elementary and Junior High separately. They are reported together now.

ADLC Student Instruction supports jurisdictional programming in various ways including:

Home Education

- Parents choosing home education have the primary responsibility for managing, delivering, and supervising their children’s courses of study. ADLC has few home-education students.

Education from Home

- ADLC has the primary responsibility for managing, delivering, and supervising the students’ courses of study. Students receive their education program through ADLC teachers using the Alberta Program of Studies and facilitated by parents and/or guardians. Assessment and recording of marks is the responsibility of ADLC teachers. Students are enrolled with ADLC by their home school.

School Based

- Students needing a course to complement their school program take an ADLC course, taught and marked by ADLC teachers—the student usually completes this course during a “spare” in their timetable or during summer school.

Blended Education

- Recognizing and respecting parental and/or student choice, ADLC supports the blending of aspects of Home Education and Education from Home.

Custom Services

- Upon request from jurisdictions or schools, ADLC establishes service agreements to provide courses to groups of student to address their unique programming needs. The custom

service includes synchronous instruction to small or large groups. Assessment and determination of final marks is the responsibility of ADLC teachers; reporting of marks to AE is the responsibility of ADLC.

- ADLC's Custom Services provide solutions for schools and jurisdictions when they face atypical situations. For example:
 - This past year ADLC provided custom services in support of Fort Mac area students so that those that needed summer school support were provided with direct support from ADLC
 - Energy Education 35 is a customized partnership with Northern Lights School Division. ADLC provided curriculum and staff support to provide a hands-on oil rig simulator camp experience for students in three northern school divisions.

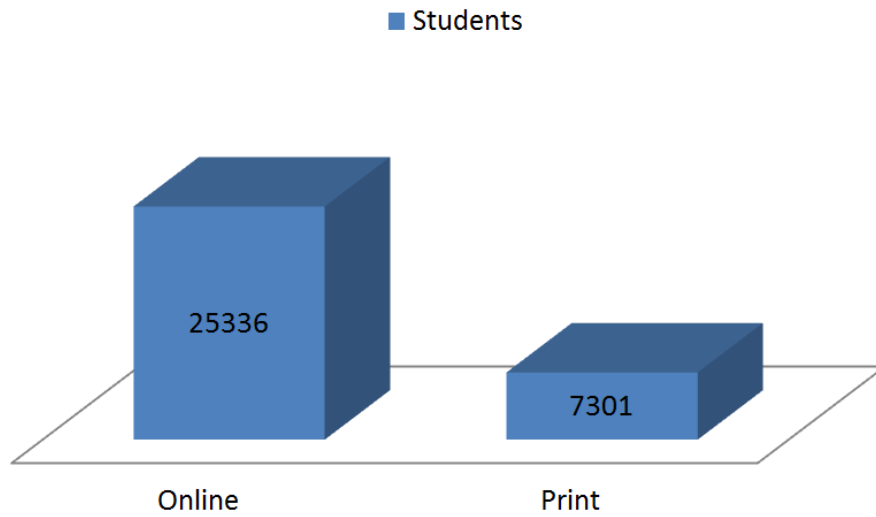
Students Served in Student Instruction

Students take courses for various reasons including increased course choices, scheduling flexibility, grade improvement, graduation requirements, and social conflict issues in their home schools. ADLC students are distributed between urban/metro (47%) and rural Alberta communities (53%). In 2015-16, ADLC directly instructed and assessed 30,903 elementary, junior high, and high school students throughout the province. Our completion rate for high school students is 75%. (In order to be accounted for in the completion rate a student must submit at least one lesson for marking.)

ADLC supports student choice in delivery methods. While online is the predominant choice for delivery, there is still a significant demand for print resources. Typically students choosing print resources prefer this type of learning, or their personal circumstances dictate print as the only viable option. Access to technology may be the determining factor for print. Of the 32,637(including Fort McMurray evacuees) enrolments in Student Instruction 78% are online and 22% are print based.

Chart Area

Students by Instruction Type



Graph 1.0 Number of Students by Delivery Method(Including Fort McMurray evacuees)

ADLC Student Instruction helps students, schools, and parents access meaningful educational opportunities. Our courses can be completed by students in their community school or elsewhere. Our goal is to provide a supportive culture, build relationships, create engaging courses, and provide opportunities for students to experience success. Examples:

- Enhancing the scope of local course offerings.
- Providing subject-area expertise and teacher support which might be limited in a local school.
- Providing support and programming for classes where multiple levels of the same course (such as Math 10C, Math 10-3) are used to balance class sizes.
- Programming stability for mobile students – our courses follow students as they transition between schools.
- Programming is available to address social conflict within the school environment.

2) Teacher Support

Provides resources, coaching, and support to teachers in classrooms across the province. School partners pay \$5/credit for the Teacher Support program and receive 100% CEU funding. School authorities are responsible for the delivery, assessment, and reporting of marks to Alberta Education.

Table 2.1 Number of Teacher Support Enrolments by Department – Senior High

	August 18, 2014 to August 16, 2015	August 17, 2015 to August 31, 2016
Departments	TS Enrolments	TS Enrolments
Other	58	380

SH Second Languages	82	128
SH CTS	7835	8014
SH English	2603	2488
SH Math	3522	4086
SH PEC	3470	3195
SH Science	5328	5682
SH Social Studies	2646	2845
Grand Total	25544	26818

Table 2.2 Number of Teacher Support Enrolments by Department – Elementary/Junior High

	2014-15	2015-16
EJ Complementary	26	2
EJ Health	107	115

EJ Language Arts	491	429
EJ Mathematics	552	556
EJ Science	479	404
EJ Social Studies	603	415
EJ Second Languages	362	192
Grand Total	2620	2113

High school enrolments in TS have increased by 1274. However, elementary junior high TS enrolments have decreased by 507. The total net increase is 767 which represents a 3% overall increase.

Instructional Materials

ADLC works collaboratively with Alberta Education, school jurisdictions, and other partners to ensure responsive, on-time development and delivery of instructional materials from Grade 1 to 12 to support students' learning. ADLC shares learning resources provincially in both our Student Instruction and Teacher Support delivery models. We ensure appropriate copyright permissions are obtained and create engaging yet rigorous courses. ADLC is well positioned to share instructional materials provincially. Over the past year ADLC, through its partnership with Centre Francophone d'éducation à Distance (CFED) jointly developed French resources in support of French Immersion and French as a Second Language (FSL) programs.

Table 2.3 Courses Enhanced or Developed 2015-16

Elementary

Language Arts 4 Online
 Language Arts 6 Online
 Social Studies 4, 5 and 6 Online
 Science 4, 5 and 6 Online

Junior High

Language Arts 7 Print
 Social Studies 7 and 8 Online
 Mathematics 7 Print
 Mathematics 9 Online
 Science 7 Online
 Robotics 1, 2 and 3 (CTF)

Senior High

Mathematics 10-3 Print
 Mathematics 20-1 Online and Print
 Mathematics 30-1 Print
 Chemistry 30 Online
 Social Studies 20-1 Online and Print
 Social Studies 10-1 Online
 English 20-1 Online
 English 20-2 Online
 English 30-1 Adult Online and Print
 English 30-2 Online and Print
 English 30-2 Adult Online
 K&E LA9-4/10-4/20-4/30-4, SS9-4/10-4/20-4,
 Science 9-4, 10-4, 20-4 Online

French Immersion

French Language Arts 9 Online
 Études sociales 10-1 Online
 Études sociales 20-1 Online
 Études sociales 30-1 Online
 Études sociales 30-2 Online

Second Languages/CTS/PEC

ESL 10 Level 2/3/4/5 Online
 Spanish 20 Online
 Japanese 10 Online
 German 10 Online
 Work Safety Systems 3000 Online
 Foods 1010 Online
 Fashions 2000 Online
 Coaching 1 and 2 Online (2cr. Bundle)
 The Business Organization 3010 Online
 e-Learning and Learning Systems 1255 Online
 Primary Resources 1020 Online
 Robotics Electro Technologies 1010, 1080,
 1130, 1140, 1910 and 1110
 Visual Composition 1005 Online
 Retail Accounting 1 Online
 Retail Accounting 2 Online

Emergency Educational Services

ADLC provides emergency and contingency educational services in the event of a disruption of regular services due to pandemics, natural disasters, labour disruptions, and other situations that constrain the ability of regular school jurisdictions to provide required services. ADLC provides resources and support to the affected schools and its students in order to promote educational recovery.

In addition to core services, ADLC provides the following ancillary services and supports:

High School Completion

ADLC programs provide students with improved opportunities to access programming in a flexible manner that meets their unique needs and circumstances to complete high school. ADLC also provides a vehicle to focus resources on students at risk and students with special needs through the application of assistive technologies and other innovative instructional strategies. As a result of PASI implementation the number of adults that were awarded their diploma through ADLC is unavailable at this time. Historically we have awarded between 1000 to 2000 diplomas yearly.

Table 2.4 Senior High Course Completions Feb 15, 2016 to Jun 15, 2016

	SI
Grade 10	1041
Grade 11	732
Grade 12	1241
Total Senior High Course Completions	3014

From February 15, 2016 to June 15, 2016, high school students enrolled in and completed 3014 courses. Given these courses were not registered for at the semester break, the enrollments likely demonstrate emergent registrations to assist students in meeting graduation or next year requirements. This shows the importance of any time, any place, any pace learning at a critical time in the school year.

Alternate Schools

ADLC provides the foundational programming for charter, religious, and other private schools by building capacity for these schools to offer a full range of courses. ADLC makes the operation of smaller schools instructionally and financially viable.

Technological Infrastructure

ADLC provides adaptable electronic learning resources within an online environment that facilitates collaboration throughout the province. Three main initiatives addressed over the past school year are:

1. Continuing to maintain full PASI compliance
2. Enhancing our new Student Information System

3. Providing support for partner schools using our Moodle Learning Management System for our students and provincial partners

Francophone, French Immersion and Second Language Programming

ADLC supports the ability of Francophone school jurisdictions to deliver the service throughout Alberta, facilitating constitutionally guaranteed minority language rights. We also support the provision of second language and French Immersion programming. Since 2005 we have partnered with the Fédération des Conseils Scolaires Francophones de l'Alberta through CFED to support their work.

Teacher Development

ADLC provides teachers with instructional development and mentorship including on-site training and support. This includes the Blended and Online Learning and Teaching (BOLT) as well as our educational outreach work in helping other jurisdictions develop their own distributed learning initiatives.

Summary for Teacher Support

ADLC continues to leverage its expertise and technical infrastructure to the benefit of all students across the province. In doing so, we provide high quality course resources and distance learning support so that school partners can implement individualized programs that suit their unique learning needs. ADLC has six certificated staff assigned to specific areas within the province dedicated to providing support for community schools utilizing our Teacher Support program. These Learning Network Liaisons connect ADLC subject area specialists with school partners to support the delivery of distributed learning resources in traditional school settings.

Teacher Support also makes available a technical infrastructure complete with support staff to help in the event of any technological issues. This support is referred to as the ADLC Help Desk. Support staff are located in Lethbridge, Calgary, Edmonton, and Barrhead and are available for registration, lessons, exams, or financial inquiries.

Whom Does ADLC Serve?

ADLC provides services to 111 educational authorities including all public and separate school jurisdictions in Alberta, as well as numerous federal, charter, religious, and private schools. The total number of Alberta schools served in 2015/16 was 610. Edmonton and Calgary account for 30% of ADLC course enrolments; 17% are in smaller urban centres (Red Deer, Lethbridge, Medicine Hat, Grande Prairie, Ft. McMurray, Airdrie, Sherwood Park, and St. Albert); the remaining 53% are from rural and remote communities.

The jurisdictions served include 42 Public, 16 Separate, 4 Francophone, 4 Charter, 40 Private, 1 provincial jail, and 5 others (hospitals, etc.).

*Table 3.1 ADLC Course Enrolments by Alberta Education Service Zone *This includes Fort McMurray evacuees*

Zones	Online	Print	TS	Total
1	1727	845	1925	4497
4	3065	791	4578	8434
5	3997	784	2323	7104
6	2898	797	3175	6870
2/3	13264	3879	16197	33340
Other	314	185	624	1123
Total	25265	7281	28822	61368

Map 3.1 Students Served (through Partners) by ADLC





Students Served
 (through Partners)
 2014-15: **41,000+**
 2015-16: **44,000+**

Table 3.2 Top 10 Jurisdictions Served by ADLC

	Enrolments	Submitters	Non Submitters	
	Enrolment	Enrolment	Enrolment	Completion Rate (Less Non Submitters)
Pembina Hills Public Schools	4986	2548	2239	88%
Edmonton School District No. 7	2479	1552	1107	71%
Calgary School District No. 19	1456	944	536	57%
Elk Island Public Schools Regional Division No. 14	1425	1185	992	84%
Battle River Regional Division No. 31	1313	1037	863	83%
Wetaskiwin Regional Division No. 11	998	847	730	86%
Lethbridge School District No. 51	863	701	505	72%
Peace River School Division No. 10	760	602	506	84%
Calgary Roman Catholic Separate School District No. 1	744	436	330	76%
St. Albert Protestant Separate School District No. 6	742	416	315	76%
Total	15766	10268	8123	78%

Memoranda of Understanding

ADLC has numerous Memoranda of Understanding (MOUs) and service agreements with other government ministries and educational organizations including British Columbia, Manitoba, Northwest Territories, Yukon, Nunavut, Department of National Defence, Corrections Canada, University of Lethbridge, Mount Royal University, Athabasca University, Centre Francophone d'éducation à distance, Heritage Christian Online School, Treaty 6, 7, and 8, and the Blood Board of Education.

All of the work done in Student Instruction, Teacher Support, and through partnerships with industry, other provinces etc. nets ADLC a total of over 40,000 funded students served. Below is a summary of all the various numbers summarizing the breadth to which we work towards achieving our mandate to provide educational opportunities for students.

Table 3.3 ADLC 2015/16 Course Enrolments

	SI			TS			All		
	Gr 10-12	Gr 1-9	Total	Gr 10-12	Gr 1-9	Total	Gr 10-12	Gr 1-9	Total
2015-2016									
Enrolments	28,842	,061 ²	0,903³	6,818 ²	,113 ²	8,931²	5,660 ⁵	,174 ⁴	834^{59,}
Credits	76,843		6,843⁷	9,465 ⁸		9,465⁸	66,308 ¹		6,308¹⁶
2014-15									
Enrolments	26,574	,376 ²	8,950²	5,544 ²	,620 ²	8,164²	2,118 ⁵	,996 ⁴	114^{57,}
Credits	67,609		7,609⁶	4,975 ⁸		4,975⁸	52,584 ¹		2,584¹⁵

Change in Enrolments										
Enrolments	2,268	315)	(1	1	(7	3	(2,7
		,953		,274		507)	67	,542	822)	20
Credits	9,234			4			4	1		13,
				,490			,490	3,724		724
% Increase in Enrolments	9%	-13%	7%	5%	-19%	3%	7%	-16%	5%	

NB: Overall enrollments have increased by 5%.

Table 3.4 ADLC 2015/16 Number of Students Served

Funded Students	39345
Adults	4386
Other Unfunded	542
Total Students Served	44273

ADLC Challenges and Successes

Theme 1: Student Information System (SIS)

2014/15 school year saw the launch of a completely new and PASI compliant student information system built by Genius. As with any system large enough to manage 40,000+ students and over 600 partner schools it takes time to build in features that make it truly functional and operational. For 2015/16 the focus was on internal and external education about SIS capabilities and functionalities. Our partners were instrumental in providing excellent direction in ensuring SIS would meet their needs.

Theme 2: Moodle Transition

In an effort to reduce costs and provide a more flexible environment for partner schools, ADLC began the move to Moodle, an open source LMS(Learning Management System). Moodle was successfully piloted in the second semester of 2015/16 school year; registrations processed smoothly with neither teachers nor students reporting significant, systematic issues in the transition. In the 2016-2017 school year, Moodle will become ADLC's LMS for all functions, allowing partner schools the ability to edit and adjust resources as they see fit for their own education programs. Such a fundamental change does not occur in one school year.

Throughout the last two school years, content has been ported from D2L to Moodle. In that time, teachers have been receiving training in Moodle and have been key in ensuring content that worked in D2L will continue to function effectively and efficiently in Moodle. Tech staff have been working on linking the new LMS to the new SIS and support staff have been working to document the school processes that need to be emulated in Moodle. All of this work has been in addition to the regular, orderly operation of the school. We believe staff should be commended for the work above and beyond in this ongoing project.

In the summer of 2016, ADLC started providing copies of Moodle online resources, housed on ADLC servers, to school partners across the province. While some challenges were found for this process early on, ADLC was able to identify and solve the issues with the copying, or cloning, process. This essentially gives every school in the province access to an online, fully editable, and customizable LMS resource. Many schools will not currently have the skills or capacity to fully realize the potential of this flexible online resource, but ADLC staff are prepared to offer mentorship, training, and advice for schools looking to become more proficient at customizing their online content in the coming school year. Toward that goal, user documentation specific to Moodle has been made available to partners.

Theme 3: Innovation in Instructional Delivery

Courses were assessed for compliance with the Quality Matters rubric, and courses that were deemed to be below standard were either delisted or corrected in 2014/15 and this work continued to a lesser degree in the past year. However, the emphasis over the 2015/16 year has been twofold—firstly to create processes that promote efficiency in instructional design and secondly, to address courses that need updating. As well, our Instructional Design specialists have actively sought out third-party partnerships to jointly create engaging resources. Our initial work with the “Treaty Unit” is one example.

During the 2015-16 school year, ADLC teachers also undertook a number of small initiatives to enhance and improve the delivery of our instruction. These initiatives included, but were not limited to: the use of paced cohorts to encourage greater student-teacher and student-student interaction; delivery to a First Nations school using a combination of synchronous video conference connections and asynchronous video support; and the use of flexible teacher schedules to widen the window of potential student-teacher interactions. Results were reported to our Board as to the effectiveness of pilot projects.

As with many such projects, there were some projects that produced strong student completion (eg: cohorts centered around online simulations) and others that did not produce as strong an impact on student outcomes (eg: teacher flexible schedules); while still others produced such mixed results that further exploration is warranted (eg: cohorts for English Language Arts classes).

ADLC takes pride in facing the challenge of undertaking new strategies for delivery that are supported by research and evidence.

Theme 4: Partnering with Indigenous Learners

ADLC believes in providing flexibility and choice for all students in Alberta. One of the challenges facing some of the students residing within the boundaries of our province is that they are Federally funded. As a result of our belief in providing educational opportunities for all students, ADLC embarked on establishing partnership initiatives with Federally funded schools with whom we had strong relationships.

For example, ADLC has undertaken a number of projects to better understand and address the needs of First Nations schools and communities, working with both Federally funded schools like Kainai and provincially funded schools like Amiskwaciy Academy, to determine the practices best suited to delivering at a distance to these school communities. To that end, ADLC has developed a number of best practices to apply to these settings and has been diligent in sharing these learnings with colleagues in partner schools.

ADLC has also been pursuing resource development geared to improving the understanding of FNMI students and communities by all Alberta students. A key strategy here has been to engage the various

Treaty groups, working with them to design instructional materials that will help address elements of the Social Studies curriculum, as well as providing a better foundation for the design of Aboriginal Studies curricular resources. This is ongoing work, but ADLC has formed, over the past year, powerful relationships with Indigenous groups to better design these learning experiences in the year ahead.

With these partners there is an understanding of service in kind for the creation of the resources. We are cognisant of respecting the autonomy of the Federal Schools while ensuring that there is no co-mingling between Provincial and Federal funding. While the expertise in Federally funded schools is a valuable resource in the creation of content to support the Indigenous population, these resources will be made available to all Alberta students.

An ongoing challenge in this area is working with a diverse group of stakeholders, elders, First Nation Schools, and Alberta Education such that clear communication is maintained and work done issues into action for the benefit of all students.

Theme 5: Increased Feedback from Stakeholders

In the latter part of 2015/16 ADLC embarked on an ambitious initiative to gather feedback from our stakeholders. The foundation was built around gathering data from two key partner groups. Firstly, our students; online surveys were built in efforts to gather information from students at the beginning and end of their experience with our courses. Secondly, our school partners; we are pursuing feedback from the teachers in the field who utilize our materials.

These results will be shared internally, with our partners, and with Alberta Education. The model we are creating in soliciting feedback in the distance learning environment will be valuable to our partners and Alberta Education.

Theme 6: Formalizing and Communicating Disaster Planning Process

Addressing a disaster such as the Fort McMurray area fire and providing educational recovery services for displaced students was challenging. It is proving equally challenging to work with partners and Alberta Education to do a post-mortem of the work done and to set a plan in place for the next event. To this end, we have documented our learning in a monograph, “Forged in Fire and Flood-lessons learned” and submitted this to Alberta Education in hopes of sparking an important conversation about ADLC capabilities and joint readiness planning under the auspices of our Service Agreement.

ADLC Ongoing Initiatives

ADLC continues to explore strategies to enhance delivery of distance education in the future; the following initiatives began in the last school year and will continue into the new school year:

Action On FNMI (First Nations, Métis, Inuit) Resources and Strategies

As alluded to above, ADLC has been undertaking a wide ranging consultation with Treaty organizations with regard to the design of instructional resources to address Aboriginal Studies and Treaty Education elements of the Social Studies curricula. These consultations have resulted in stronger and deeper relationships within these groups that we continue to cultivate to better understand the Indigenous context of instructional design.

In addition ADLC remains committed to projects that enhance the delivery of education to FNMI schools. In the 2015/16 school year ADLC established the foundations of a Robotics program in four First Nations Schools and this work continues. In addition, ADLC continues to work with Kainai High School in the design of culturally relevant and curricularly rigorous projects to support the delivery of CTS and option courses to students in that school.

Formative Assessment

During the last school year, ADLC began a review of assessment practices. The foundational work last year has led ADLC to examine how formative assessment is best handled in a distance setting. We recognize that formative assessment contributes to teacher - student and student - student interactions. Research has indicated that this is an important factor in the social construction of distance education learning.

At Risk Students

We established, and continue to expand, a number of partnerships to support students at risk.

Clean Scene is a program based in Edmonton working primarily with previously incarcerated students. ADLC provides courseware for this program.

ADLC supports the 5th on 5th drop in/outreach centre in Lethbridge with several of our Lethbridge area teachers who visit 5th on 5th on a weekly basis to support enrolled students.

Children's Hospitals in Alberta receive ADLC instructional and resource assistance, as requested, free of charge.

Other unique partnerships also include the Stollery Chronic Pain 35, Agriculture 3000 for Green Certificate, Braemar, Boyle Street, and supports for English Language Learners.

Service Rig Simulator

In partnership with Northern Lights School Division and Coole Immersive, an Alberta-based, Metis owned industrial training company; ADLC developed an online resource for Energy Education 35. This locally developed course provides students with an introduction to, and overview of, the processes and operations of a service rig. The online resource incorporates a first person simulator of a service rig, developed for industry by Coole Immersive and licensed by ADLC, along with Moodle content developed by ADLC teachers. Having fully piloted the resource in the last school year, the course went into provincial release this school year.

WOLF Camp

ADLC continues to work with Woodland Operators Learning Foundation (WOLF) out of Slave Lake to make forestry simulator experiences available to students provincially. Students register for 5 credits of Forestry courses and once completed have the opportunity to practice with actual industry-based equipment in a controlled environment.

Alberta Hunter Education Instructors Association (AHEIA)

ADLC and the AHEIA established a partnership to provide a province wide online learning course required prior to purchasing a hunting license for the first time as a resident of Alberta. Course resources are now in provincial release for all schools to access.

ADLC

Alberta Distance
Learning Centre

Three-Year Education Plan 2015-2018

April 1, 2015 REVISED

"Success for Every Student"

Education Plan 2015 - 2018

April 1, 2015 (REVISED)

Mission

Through connections, collaboration and innovation, we provide excellent learning opportunities in an equitable, inclusive, flexible learning environment supporting learners from grades 1 to 12.

Belief Statement

Success for every student.

Vision

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

Values

- Excellence
- Innovation
- Collaboration
- Integrity
- Flexibility

Outcome 1: Alberta's students are successful

ADLC Outcome 1.1 Students have success starting ADLC courses.

Outcome 2: The achievement gap between First Nations, Metis and Inuit students and all other students is eliminated.

Outcome 3: Alberta's education system is inclusive.

Outcome 4: Alberta has excellent teachers, school and school authority leaders.

ADLC Outcome 4.1 ADLC facilitates professional dialogue, internally and externally, focusing on the role of blended learning and emphasizing partnerships that support the Student Learning Ministerial Order.

Outcome 5: The education system is well governed and managed.

ADLC Outcome 5.1 ADLC demonstrates open and transparent communication, collaboration, and engagement with internal and external partners.

Outcome 1: Alberta's students are successful.

ADLC Outcome 1.1 Students have success with starting ADLC courses.

Possible Indicators of Success (Measures)

1.1 Student enrolment in ADLC courses through student instruction with schools

- 1.1.a Student Achievement
- 1.1.a Provincial and School Assessment results
- 1.1.c Rate which students successfully pass all courses = number of passes/number of completions
- 1.1.d Rate of non-starting students
- 1.1.e Access to accurate student information for all stakeholders through SIS

1.2 Feedback from all partners, teachers, and learning network

- 1.2.a ADLC satisfaction and accountability survey
- 1.2.b Partner planning session – Forecast event

Strategies

- ADLC will establish strong early connections and communications with students, families, and educators.
 - ADLC Departments will develop and share, in collaboration with ADLC Communications, a communication strategy tailored to the unique needs of that Department
- ADLC will provide information and guidance to learners in order to assist them in being successful in a distributed learning environment.
 - ADLC teachers will initiate early first contact for students using a variety of methods e.g. E.g. Skype, FaceTime, phone call, e-mail, text
 - Provide a course orientation in the opening unit of all courses and follow up with a survey at course mid-point
 - Ongoing analysis of each ADLC course to ensure that initial assessments support student success
 - Provide pre-registration videos and documents to inform stakeholders on the strategies for success in distributed learning (facilitator/student/parent guides)
 - Teachers will be in-serviced on the basic functionalities of PASI in order to have a more complete academic picture of the student within PASI and SIS integration
 - Increased number of student submissions and success rate
 - Teachers able to access sufficient data in order to make informed decisions
 - Staff will undertake continuous data review to ensure quality of instruction
 - In-service on reports built & accessible in SIS
 - Diploma Exam results analysis
 - Instructional Design reviews
 - Department generated data (eg: entrance/exit surveys, communication data)

Outcome 2: The achievement gap between First Nations, Metis and Inuit students and all other students is eliminated.

Possible Indicators of Success (Measures)

- 2.1 New and renewed courses meet the standard of excellence (as developed by ADLC)
- 2.2 Collaborate on Alberta Education curriculum initiatives such as Aboriginal Studies

Strategies

- ADLC will establish new and maintain current relationships in the FNMI community
 - o Design instructional resources to address FNMI community needs and expand accessibility to FNMI sensitive instructional resources
 - o Expand the relationships with FNMI partners by applying lessons learned in pilot projects with FNMI communities.
 - Provide technical support for FNMI communities, as requested, in the implementation of partnership.

Outcome 3: Alberta's education system is Inclusive.

Possible Indicators of Success (Measures)

- 3.1 Student enrollment in ADLC courses through Student Instruction with schools.
- 3.2 Feedback from all partners
 - 3.2a ADLC satisfaction and accountability survey
 - 3.2b Exit survey of students (completers/non-completers)
 - 3.2c Partner planning sessions – Forecast event

Strategies

ADLC focuses on strategies and resources that increase student achievement, completion, and retention. For the purpose of this plan, “retention” also refers to sustained relationships with students, parents, partner schools and community.

- Strategies which affect student engagement
 - ADLC will implement systems to support students and teachers in effective use of technology to create and innovate
 - Staff will participate in training and mentoring opportunities with SIS and Moodle to enhance their ability to engage students in their roles (eg: formalized mentorship programs, lunchtime orientation cafes, etc.)
 - ADLC teachers actively guide and support students in their learning and provide substitute coverage comprehensive process descriptions to support students.
 - ADLC Instructional Designers will design instructional resources that are accessible, universally designed to ADLC quality standards, make real world connections, and address cross-curricular connections & competencies.
 - ADLC resources are analyzed by delivering teachers to take into account data derived from student use of the resources
- ADLC will establish strong early connections and communications with students, families, and educators.
 - ADLC Departments will develop and share, in collaboration with ADLC Communications, a communication strategy tailored to the unique needs of that Department.
- ADLC will provide information and guidance to learners in order to assist them in being successful in a distributed learning environment.
 - ADLC teachers will continue to initiate early first contact for students using a variety of methods
e.g. Skype, FaceTime, phone call, e-mail, text
 - Provide a course orientation in the opening unit of all courses and follow up with a survey at course mid-point.
 - Ongoing analysis of each ADLC course by the delivering teacher to ensure that initial assessments support student success.
 - Provide pre-registration videos and documents to inform stakeholders on the strategies for success in distributed learning (facilitator/student/parent guides).
 - Teachers will be in-serviced on the basic functionalities of PASI in order to have a more complete academic picture of the student within PASI and SIS integration
 - Increased number of student submissions and success rate

- Teachers able to access sufficient data in order to make informed decisions

Outcome 4: Alberta has excellent teachers, school and school authority leaders.

ADLC Outcome 4.1 ADLC facilitates professional dialogue, internally and externally, focusing on the role of blended learning and emphasizing partnerships that support the Student Learning Ministerial Order.

Possible Indicators of Success (Measures)

- 4.1 Student enrollment in ADLC courses through Student Instruction with schools.
- 4.2 Student Achievement
 - 4.2.a Provincial Assessment results
 - 4.2.b Rate which students successfully pass all courses = number of passes/number of completions
 - 4.2.c Discrepancy between school awarded marks and Diploma Exam results
- 4.3 Feedback from all partners
 - 4.3.a ADLC satisfaction and accountability survey
 - 4.3.b Exit survey of students (completers/non-completers)
 - 4.3.c Partner planning sessions – Forecast event
- 4.4 New and enhanced learning resources meet standards set by ADLC
- 4.5 Sustainable financial support for ADLC with Alberta Education
- 4.6 Active PLCs with internal and external partners
- 4.7 Collaborate on Alberta Education curriculum initiatives such as Aboriginal Studies
- 4.8 Quality and quantity in strategic partnerships

Strategies

- Build and sustain a network of connections through engagement with local, provincial, and, where applicable, out of province partners by fostering a culture of learning
 - Establish Communities of Practice/Professional Learning Communities
 - Access expertise of partners to integrate best practices in online and blended learning
 - Become a key collaborator for Alberta Teachers relative to blended and distance learning
 - Provide support and professional learning to pre-service and in-service teachers on blended and online learning
 - Establish and maintain relationships with all partners including the extended community
 - Collaborate with partners in curriculum redesign to co-create and field test instructional materials, resources and assessments for blended and or distance delivery
- Seek and sustain strategic partnerships with external organizations
 - Continue to brand and position The Learning Network as a resource for teaching and learning
 - Continue to engage in partnerships with business and post-secondary in an advisory capacity
 - Seek private sector partnerships to acquire, assess and ensure content accuracy in specialized courses and unique projects
 - Collaborate in provincial professional learning communities
- Research, design and prototype best-practices in teaching and learning through a process of:
 - Needs analysis
 - Small group field testing
 - Data collection
 - Survey results
 - Student success metrics

Outcome 5: The education system is well governed and managed.

ADLC Outcome 5.1 ADLC demonstrates open and transparent communication, collaboration and engagement with internal and external partners..

Possible Indicators of Success (Measures)

- 5.1 External Partnerships
 - 5.1.a Student enrollments
 - 5.1.b Rate of Teachers and Schools using ADLC programming
 - 5.1.c Qualitative feedback from partners
- 5.2 Learning Network Team
 - 5.2.a ADLC satisfaction and accountability survey
 - 4.2.b Partner planning sessions – Forecast event
- 5.3 Unfunded Services and Development
 - 5.3.a Number of programs that support the individualization of learning needs across the province
- 5.4 ADLC satisfaction and accountability survey question development is in progress.

Strategies

- Build and facilitate collaborative models for blended learning.
 - Apply the learning of current pilot projects to offer similar opportunities to schools with ADLC teacher support.
- Identify and respond to provincial partnerships that support flexible learning for students in Alberta.
 - Using experiences from current partnerships, ADLC will expand learning opportunities for students.
 - ADLC will work closely with Alberta Education and School Jurisdictions to support special initiatives (eg: Camp Experiences, Dual Credit).
- The Learning Network team of Liaisons and Support Staff will:
 - be responsible for initiating and maintaining relationships with schools and partners; providing sales, service and support.
 - be actively involved in developing and promoting the ADLC brand and identity at conferences, conventions, etc.
 - promote and facilitate the ADLC satisfaction and accountability survey.
- Staff will be invited to participate in decisions affecting their scope of influence.
 - Utilize internal data processes to make decisions for setting direction.
 - Improve communication internally and externally regarding decisions or directions.
 - Involve staff in project management.

