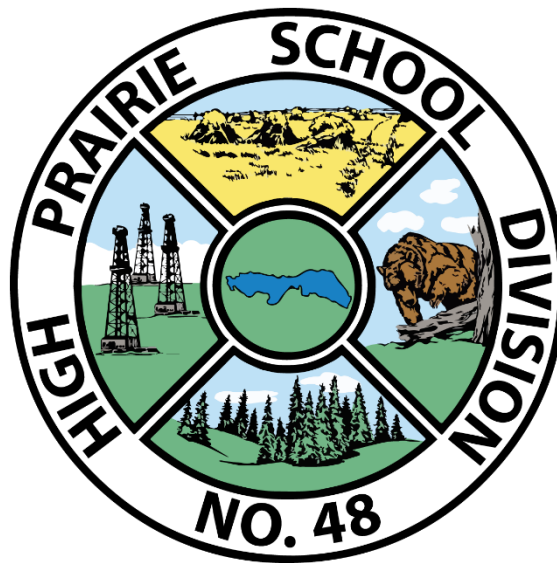

Combined 2015 Accountability

HIGH PRAIRIE SCHOOL DIVISION #48

November 18, 2015



Combined 3-Year Education Plan (2015-2016 through 2017-2018) and Annual Education Results Report (2014-2015)

MESSAGE FROM THE BOARD OF TRUSTEES

Chair, Tammy Henkel



The Board of Trustees of High Prairie School Division No. 48 is responsible for ensuring that quality education programs are provided for all students in our school system. It is my pleasure to present the 2015-2018 Combined 3 Year Education Plan and the 2014- 2015 Annual Education Results Report.

As a result of community engagement, the Ministerial Order, and Inspiring Education High Prairie School Division identified the following priorities:

1. Quality Learning inclusive of literacy, numeracy, access to technology, elimination of the FNMI achievement gap, and Inclusion
2. Communication and Relationships with Community
3. Arts and Culture
4. Quality Teaching and Leadership

Significant gains in these priorities have been made as a result of the strategies put in place. HPSD will continue to monitor the progress and has set new priorities:

The achievement gap between FNMI students and all other students is eliminated; and students achieve learning outcomes through a strong foundation in literacy and numeracy.

We continue to use School/Community planning sessions, APORI survey data, Student Engagement Sessions, Tell Them From Me survey data, and face-to-face interviews with students, staff, parents, and community stakeholders to give us some excellent perspectives on what we are doing well and what we can improve upon. The information gathered from these engagement strategies are then used to develop our three year plan. The aggregated data is then incorporated into targeted strategies to facilitate student success and subsequently improve their achievement results.

On behalf of High Prairie School Division, I would like to extend my sincere appreciation to the students, staff, parents and community members for working together in a cooperative manner. We have faced many challenges and are ready to address the future. With this plan, we renew our commitment to enhance the quality of educational programs and services to meet the needs of all our students through the wise use of our resources.



MESSAGE FROM THE SUPERINTENDENT



Welcome to High Prairie School Division No. 48's combined Three Year Education Report for the 2015-2018 school years and the Annual Education Results Report for 2014-2015 school year. Our "report card" to the public is reflected in the many successes we have enjoyed during the 2014-2015 school year. It is reflected in our values, in our programs, in our schools, and in daily decisions throughout our jurisdiction. We are proud of the dedication of our skilled and caring staff, whose hard work continues to create opportunities for our students. The results of their efforts are reflected in this report, where we have met and surpassed our expectations in many areas. Each day, our students can count on the enthusiasm and commitment of our staff to guide them. We will continue to address opportunities for further growth

and hold our focus on improved student achievement.

STATEMENT OF ACCOUNTABILITY

The Annual Education Results Report for the 2014-2015 school year and the Education Plan for the three years commencing September 1, 2015 for High Prairie School Division #48 was prepared under the direction of the Board in accordance with its responsibilities under the *School Act* and the *Government Accountability Act*.

This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2014-2015 school year and the three-year Education Plan for 2015–2018 on November 18, 2015.

Tammy Henkel, Chair

Laura Poloz, Superintendent

ORIGINAL SIGNED COPY IS HELD AT THE LEARNING SUPPORT CENTRE

VISION STATEMENT AND VALUES

Vision Statement:

We inspire, lead and achieve to the highest level.

Mission:

Through exemplary teaching, leadership, and collaborative partnerships, we prepare students to be socially responsible and to succeed locally and globally.

Values Statements:

Learning: We create dynamic learning environments which challenge and support individuals to reach their full potential.

Leadership: We believe that leadership empowers people to make extraordinary things happen for kids.

Integrity: We believe in employing the highest ethical standards in every action we take.

Efficacy: We believe we have the capacity to enable all students to achieve.

Diversity: We understand, appreciate, and respect everyone's differences.

Interdependence: We recognize and draw upon each other's individual and collective strengths to educate students.

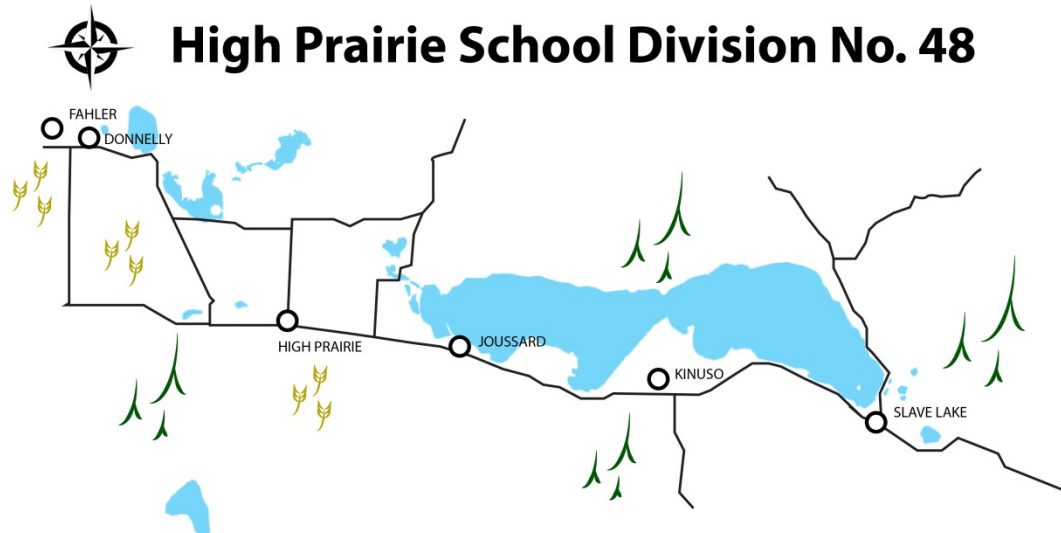
Courage: We have the tenacity, strength and conviction to do what is right for student learning.

HPSD'S SCHOOLS

2015-2016

School	Location	Grades	Principal	Students Enrolled <i>*includes Home Ed. students</i>	FTE Teachers	FTE Support Staff
Ecole Routhier	Falher	K-6	Diane Benoit	228	15.0	12.3
G. P. Vanier	Donnelly	7-12	Robert Owens	280	17.7	10
High Prairie Elementary	High Prairie	K-6	Mitch Hammond	352	22.4	18
Prairie River	High Prairie	7-9	Brennan McDonald	206	12.5	9.4
E.W. Pratt	High Prairie	10-12	Jamie Babcock	294	16.0	9.5
Prairie View Outreach	High Prairie	7-12	Wendy Moore	62	3.0	1
Kinuso Outreach	Kinuso	7-12	Wendy Moore	0	0.0	0.6
Joussard	Joussard	K-6	Heather Caudron	137	9.0	8.42
Kinuso	Kinuso	K-12	Jacqueline Kark	312	20.88	19
C.J. Schurter	Slave Lake	K-3	Lisa Palko	445	26.16	19.6
E.G. Wahlstrom	Slave Lake	4-6	Jane Thomas	297	16.0	13.74
Roland Michener	Slave Lake	7-12	Linda Green	534	29.14	15
Lakeside Outreach	Slave Lake	7-12	Moses Garaba	41	2.0	1

CONTEXTUAL INFORMATION



High Prairie School Division, located in north-central Alberta, provides comprehensive educational programs and services to approximately 3200 students, kindergarten through to Grade Twelve. Its educational enterprise is carried out in thirteen schools located in the communities of Falher, Donnelly, High Prairie, Joussard, Kinuso and Slave Lake.

Approximately 550 full and part-time employees, including teacher aides, secretaries, librarians, janitors, maintenance personnel, bus drivers, mechanics, education specialists and Learning Support Centre administrators and personnel, directly supplement the endeavors of over 200 school-based teachers and administrators. Seven trustees elected by parents and taxpayers of the Division's four subdivisions provide governance and overall direction.

Curriculum, Assessment, and Pyramid of Intervention (CAP)

HPSD's work to ensure expertise in leadership and teaching moved us into one of the largest projects and biggest changes which began in 2013; our focus: CAP (Curriculum, Assessment and Pyramid of Intervention).

CAP, derived from the terms Curriculum, Assessment, and Pyramid of Intervention, was a transitional move away from a Division-centered teacher coaching model to one that supports the development of school-based administrators as instructional leaders. By providing assistant principals with frequent and ongoing professional development that is facilitated and nurtured by two CAP Facilitators, who are themselves guided by school principals and system leadership, along with a mandate to facilitate instructional leadership in schools, teachers are in turn provided with accessible and accountable instructional supports. The ultimate client is the student who will receive enhanced instruction.

The specific areas of focus in CAP interweaves between curriculum, assessment, and Pyramid of Intervention and helps to provide HPSP with a forum for contextual decision making in support of the latest research in improving instruction. CAP is also a framework to support transformative curriculum redesign as it takes place in our schools.

In the initial year, 2013-2014, CAP assisted schools in developing a common conversation and deeper appreciation for implementing instructional strategies that support students. The initial focus was on helping teachers and all school personnel to reflect upon their relationships with students and the strategies needed to engage all students. A deeper, more reflective process was initiated in all schools through CAP to address this most fundamental component of quality teaching. Through CAP, the establishment of healthy student-teacher relationships is viewed as a basic and universal support to be built into each school's pyramid of interventions. As CAP unfolded over the next few years, the focus on developing healthy learning relationships continued to be supported by HPSP through CAP.

This year, CAP has evolved so that HPSP will intentionally support administrators as instructional leaders by helping them to support their respective teachers in implementing inclusive pedagogy, literacy and the Learner Technology Policy Framework, each of which are key components of *Inspiring Education*. One of our CAP Facilitators will continue to work in a new role in this capacity as the HPSP CAP Coordinator (VPs) with administrators, providing embedded professional support in each of their schools as well as by coordinating and leading continued workshops for Vice Principals. The primary focus of these workshops is on developing quality classroom instruction. The HPSP CAP Coordinator (VPs) along with the HPSP New Teacher Mentor Coach plan cooperatively with the HPSP Supervisor of Instruction to incorporate the principles of the Learner Technology Policy Framework. In so doing, HPSP is supporting teachers in accessing and engaging students at all levels in a wide range of twenty-first century instructional strategies and technology enabling structures.

Also this year, CAP has implemented a parallel professional development structure. One of our CAP Facilitators has assumed the role of CAP Facilitator of Inclusion. She works alongside our Coordinator of Inclusion to provide targeted professional development to school-based Learning Support Teachers (LSTs). The aim of the eight, full-day professional development sessions is to support detailed site capacity building in the area of inclusive education. This component of CAP will incorporate intensive and frequent centralized professional development workshops for HPSP's Learning Support Teachers, who in turn will provide support to classroom teachers in

respective schools. The workshops for CAP LSTs and subsequent site visits, as with CAP VPs again provide LSTs with embedded site-based professional development.

A key component of inclusion and quality instruction is quality literacy instruction. To develop a jurisdictional approach to literacy improvement, HPSD inaugurated its Literacy Project and, via a seconded Literacy Lead research position, the jurisdiction completed a detailed analysis of the literacy understandings and practices in its schools. Specific recommendations emanating from that research were adopted by system and school-based administrators at the end of the 2014-15 school year, for implementation commencing in the current year. The goal of the HPSD Literacy Project was and is now to improve literacy outcomes for all students in all grades and in all curricula. Much of the content of CAP VP and CAP LST workshops will centre on literacy development in all HPSD schools.

HPSD embraces all cultures. As FNMI students are predominant in numbers, there is widely held agreement among all stakeholders that support is needed particularly in HPSD to close the current “achievement gap” between the FNMI and non-FNMI learners. Therefore, HPSD will endeavour to infuse CAP (VPs and LSTs) with FNMI appropriate learning strategies. As mentioned elsewhere in this education plan, other FNMI engagement strategies will be considered for implementation.

A cornerstone of CAP is the use of internal staff and a ‘team’ approach. CAP is composed of jurisdiction and school-based leadership learning that cascades as embedded professional development to teachers in the classroom. CAP is a locally developed construct and it appears to have growing support as a medium for professional improvement. In a word, HPSD has and will continue to use its CAP as its primary professional development structure to enhance learner achievement of provincial learning outcomes.



Combined 2015 Accountability Pillar Overall Summary

Measure Category	Measure Category Evaluation	Measure	High Prairie School Div No. 48			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Issue	Safe and Caring	83.4	84.8	85.1	89.2	89.1	88.9	Intermediate	Declined	Issue
Student Learning Opportunities	Acceptable	Program of Studies	79.1	80.7	79.2	81.3	81.3	81.2	High	Maintained	Good
		Education Quality	86.1	83.3	85.2	89.5	89.2	89.5	Intermediate	Maintained	Acceptable
		Drop Out Rate	4.1	3.4	4.8	3.4	3.3	3.3	High	Maintained	Good
		High School Completion Rate (3 yr)	60.0	66.4	62.8	76.4	74.9	74.6	Low	Maintained	Issue
Student Learning Achievement (Grades K-9)	Issue	PAT: Acceptable	66.8	67.8	64.5	73.0	73.1	73.9	Low	Maintained	Issue
		PAT: Excellence	10.7	10.8	9.8	18.8	18.4	18.9	Low	Maintained	Issue
Student Learning Achievement (Grades 10-12)	Issue	Diploma: Acceptable	75.9	77.8	78.9	85.2	85.5	84.6	Low	Maintained	Issue
		Diploma: Excellence	10.7	11.8	11.3	21.0	21.1	20.0	Low	Maintained	Issue
		Diploma Exam Participation Rate (4+ Exams)	33.2	36.9	28.6	54.9	50.5	54.4	Low	Improved	Acceptable
		Rutherford Scholarship Eligibility Rate	46.7	47.9	48.6	61.2	60.9	61.3	Low	Maintained	Issue
Preparation for Lifelong Learning, World of Work, Citizenship	Acceptable	Transition Rate (6 yr)	47.5	41.3	44.4	59.8	59.2	59.0	Intermediate	Maintained	Acceptable
		Work Preparation	78.4	75.2	73.4	82.0	81.2	80.4	High	Improved	Good
		Citizenship	75.1	76.3	76.8	83.5	83.4	83.1	Intermediate	Declined	Issue
Parental Involvement	Excellent	Parental Involvement	82.9	80.4	78.8	80.7	80.6	80.2	Very High	Improved	Excellent
Continuous Improvement	Issue	School Improvement	76.0	76.0	78.5	79.6	79.8	80.1	Intermediate	Declined	Issue

Notes:

1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
2. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2. Current and historical Diploma results have been adjusted to reflect change in data source system.
3. The subsequent pages include evaluations for each performance measure. If jurisdictions desire not to present this information for each performance measure in the subsequent pages, please include a reference to this overall summary page for each performance measure.
4. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
5. Please note that participation in Diploma Examinations and Grade 9 Provincial Achievement Tests was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.
6. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Combined 2014 Accountability Pillar FNMI Summary

Measure Category	Measure Category Evaluation	Measure	High Prairie School Div No. 48			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Learning Opportunities	n/a	Drop Out Rate	7.3	4.5	8.7	8.0	7.8	8.4	Low	Maintained	Issue
		High School Completion Rate (3 yr)	43.8	49.5	38.5	46.0	43.6	42.6	Very Low	Maintained	Concern
Student Learning Achievement (Grades K-9)	Concern	PAT: Acceptable	51.1	50.8	47.9	52.1	51.4	52.2	Very Low	Maintained	Concern
		PAT: Excellence	4.1	3.7	3.8	6.5	5.8	5.9	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Concern	Diploma: Acceptable	68.1	65.7	70.2	78.3	78.4	76.6	Very Low	Maintained	Concern
		Diploma: Excellence	2.8	6.4	6.4	9.4	10.1	9.1	Very Low	Declined	Concern
		Diploma Exam Participation Rate (4+ Exams)	17.5	11.3	10.9	20.2	18.9	19.9	Very Low	Improved	Issue
		Rutherford Scholarship Eligibility Rate	26.7	24.7	30.3	31.5	33.0	34.2	Very Low	Maintained	Concern
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	29.2	28.1	25.6	30.3	32.1	31.5	Very Low	Maintained	Concern

Notes:

1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
2. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2. Current and historical Diploma results have been adjusted to reflect change in data source system.
3. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
4. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
5. Please note that participation in Diploma Examinations and Grade 9 Provincial Achievement Tests was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Measure Evaluation Reference

Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 65.90	65.90 - 70.33	70.33 - 79.81	79.81 - 84.65	84.65 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.45	13.45 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 73.76	73.76 - 81.00	81.00 - 86.67	86.67 - 90.27	90.27 - 100.00
Diploma: Excellence	0.00 - 7.14	7.14 - 13.16	13.16 - 19.74	19.74 - 24.05	24.05 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Rutherford Scholarship Eligibility Rate	0.00 - 43.18	43.18 - 49.83	49.83 - 59.41	59.41 - 70.55	70.55 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

- 1) For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- 2) Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Category Evaluation

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g. 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern)

Desired Outcome One: Every student is successful

Specific Outcome: Students achieve student learning outcomes.

Performance Measure	Results (in percentages)					Target 2015	Evaluation			Targets		
	2011	2012	2013	2014	2015		Achievement	Improvement	Overall	2016	2017	2018
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	73.4	78.0	81.1	77.8	75.9	78	Low	Maintained	Issue	78	79	81
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	9.1	9.9	12.1	11.8	10.7	12	Low	Maintained	Issue	11	12	14

Performance Measure	Results (in percentages)					Target 2015	Evaluation			Targets		
	2010	2011	2012	2013	2014		Achievement	Improvement	Overall	2016	2017	2018
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	53.7	61.4	60.6	66.4	60.0	66.5	Low	Maintained	Issue	61	62	63
Drop Out Rate - annual dropout rate of students aged 14 to 18	6.5	6.7	4.2	3.4	4.1	3.3	High	Maintained	Good	3.9	3.3	2.7
High school to post-secondary transition rate of students within six years of entering Grade 10.	53.5	47.0	44.9	41.3	47.5	45	Intermediate	Maintained	Acceptable	52	55	57
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	49.4	51.1	46.7	47.9	46.7	48	Low	Maintained	Issue	48	49	50
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	31.7	18.1	30.9	36.9	33.2	37	Low	Improved	Acceptable	37	40	44

Comment on Results

HPSD has put several strategies in place to support students achieving their learning outcomes. It is a priority of the Board that this outcome be given ongoing attention. Several of the strategies are the reasons these results have improved or maintained. Some strategies have not been in place long enough to see the effect.

HPSD understands the importance of quality career counseling for students to encourage them to continue with their studies to the best of their abilities.

Several of our students need extra support in grade 10 to ready them for high school completion. A vast majority of our students enroll in trades training. As we offer dual credit programming and academic readiness courses, our students often take longer than three years to complete high school. We are thrilled that our completion rate has improved and that we have exceeded our target in this area. We maintain the belief that supporting our students to be successful may require a flexible pace. As well, we have improved significantly in the percentage of students writing four or more Diploma exams within three years of entering grade 10, and have surpassed targets in acceptance levels in FLA 30-1, Math 30-1 and Physics 30-1 along with targets in the excellence level for Physics 30-1.

This may be due in part to more vigilant administrative school based leadership, reducing the number of student spares, and the divisional attention to career and wellness coaching. We remain aware that students may need more than three years to complete their diploma courses.

The Maintained Drop Out Rate may be due in part to improved high school counselling through Career and Wellness coaching.

Strategies

Full Time Kindergarten

HPSD advocated and supported full-time kindergarten programs in each elementary school to accommodate parents' desire for quality full day programming. In every school, parents are still offered the availability of a part-time program. Kindergarten instruction is carefully monitored so that programming is delivered in a play-based, developmentally appropriate manner. Grade 1 teachers have indicated anecdotally that full-time kindergarten is improving students' school readiness. Divisional budget realities continue to be considered in determining the level and nature of program continuation.

In recognition of the importance of the early years, the division continues to offer support to children and staff through our Student Services Team. Our ECS Inclusive Education Consultant is a Registered Psychologist. We also employ an Occupational Therapist and collaborate with our Northern Lakes Collaborative Services team to screen and provide support for children in the areas of mental health, occupational therapy and speech-language services. Children are screened in September and receive further assessment if warranted. Our team takes a capacity-building approach by supporting teachers and educational assistants to address children, as much as possible, within the context of the classroom.

Kindergarten teachers participated in a professional development day hosted by our Inclusive Education Coordinator, Inclusive Education Register Psychologist and the service providers from our Northern Lakes Collaborative Services (RCSD) team. The aim of the day was to highlight the importance of learning through play. Teachers had a chance to visit centres and "test drive" many of the activities appropriate for developing children's skills in a play-based manner.

In keeping with early identification, the division entered into an agreement with The Learning Bar to provide training to our kindergarten teachers to administer the Early Years Evaluation assessment (EYE). This screening tool will assist teachers to readily identify target needs. The training will commence in early October 2015.

Programming Choices

In the past few years, HPSP has expanded student programming options through ADLC for course material and team teaching in all high schools and outreach schools, and by maintaining a partnership with Peace Academy of Virtual Education (PAVE). ADLC and PAVE will continue to provide the ability for our rural high schools to offer programs of choice and asynchronous course delivery. As well, HPSP continues to provide inter-jurisdictional courses (such as Math 31 and French Language Arts 30) with Peace River School Division.

HPSP has provided students in the past few years with dual credit programming in several trades and other career pathways. HPSP will continue to seek to enhance dual credit possibilities for all high school students in the Division by solidifying current programs and by adding additional career pathways. HPSP has increased the number and variety of dual credit courses by successfully partnering with Lakeland College and continues looking to partner with other post-secondary institutions such as Grande Prairie Regional College and NAIT.

Career Coaching

HPSD continues to value the effectiveness of jurisdictionally funded and supervised Career Coaching as a viable and effective approach for continuation in all of its secondary and outreach schools. HPSPD has increased the number of school-based career coaches and implemented plans to increase students' career awareness, aiming for every student to explore and identify personal career aspirations. With this in mind, Career Coaches will expand their work with our junior high students in raising awareness about careers. As well, a pilot careers awareness program providing support for grade students will begin this year. Career awareness is directly linked to the Health and Wellness Program of Studies in grades 1-9.

Career Coaches are positioned to ensure high school completion plans and/or career transition plans are in place for each and every senior high student. Every grade 9 to grade 12 student has a personal high school completion plan (developed on web-based "MyBlueprint" software) that is reviewed with and monitored by the Career Coaches in conjunction with each respective student. Career Coaches are intended to support the "academic" counseling needs of students. In doing so, they will help to provide a universal intervention which in turn will also support emotional counseling needs that many of our students present.

HPSD continues to support and coordinate an increased number of campus tours, including FNMI specific campus tours to the University of Alberta, Concordia College, Grant MacEwan, Grande Prairie Regional College (including Fairview), Kings College, and NAIT. As well, schools invited high school alumni and business people as role models to speak in schools at career fairs and post-secondary information fairs.

To promote careers awareness with junior high, all HPSPD grade 9 students were provided with an opportunity to attend the provincial Skills Canada competition in Edmonton. Several HPSPD high school students competed, some of whom were medalists.

Career Coaches will be focusing students, parents and teachers on Rutherford Scholarship opportunities as a strategy to promote higher levels of student achievement and post-secondary transition.

Diploma Exam Preparation courses

HPSPD is committed to improving student success at all levels. To support secondary students in achieving greater success in their Diploma Examinations, HPSPD will continue to offer its Diploma Exam Preparation Program, which provides intensive course review for all Diploma Exam courses, with experienced and successful teachers.. HPSPD absorbs all costs.

Notes:

1. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2. Current and historical Diploma results have been adjusted to reflect change in data source system.
2. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
3. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
4. Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Specific Outcome: *Students achieve student learning outcomes. (continued)*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015		Achievement	Improvement	Overall	2016	2017	2018
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	75.8	75.0	79.0	76.3	75.1	80	Intermediate	Declined	Issue	77	79	80
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	76.4	68.5	76.6	75.2	78.4	77	High	Improved	Good	81	85	87

Comment on Results

A perpetual demand on education to address societal concerns requires coordinated delivery of programs that undertake citizenship issues such as bullying, violence and drug avoidance. HPSPD continues to work with Partnership Councils and other agencies to provide the integration of integral children's services to support the efforts of schools.

Strategies

Citizenship

Supporting citizenship has been a targeted focus for HPSPD with the Restitution Program in Ecole Routhier School in the West, the Equity Framework in our Outreach schools, and the *Leader In Me* Program in all other elementary schools. In addition, our students in High Prairie (grades 6 - 9) benefit from the support of our Capacity Building Project - HOSTS. The focus on universal supports to address Mental Health needs and the enhanced community partnerships has been a benefit in promoting citizenship to our students. As we move to a competency-based curriculum in Alberta, citizenship will figure into several of the recent, provincially identified cross curricular competencies and will take on a renewed prominence in HPSPD.

HPSPD presented staff and community stakeholders with a draft Bully Prevention and Intervention administrative procedure. Our Communications Officer initiated an online survey to gather feedback. There was an overwhelmingly positive response to the initiation of the administrative procedure. As a preventative measure, schools will be required to have a character education program in place when the procedure is active during the 2015-2016 school year.

Raising awareness of bullying and the consequences of bullying was addressed through professional development. Each school had representatives attend a professional development day, presented by the Red Cross, on RespectEd. This was followed up by a presentation to the Council of School Councils by our division psychologist and deputy superintendent.

Transition into Post-Secondary

In the past few years, HPSPD has been focusing on school-based counseling initiatives to promote student progress through partnerships with colleges such as: NLC, GPRC, SAIT, and NAIT. Schools will continue to expand opportunities for students to seek success in the Registered Apprenticeship Program, Dual Credit programming with Northern Lakes College, Lakeland College, Eveline Charles Academy and other post-secondary institutions. Our focus on career coaching has proven to be very much appreciated by students, staff and parents. Through this jurisdictionally coordinated program, HPSPD is enhancing opportunities for our students to transition successfully into post-secondary education and the work place.

Specific Outcome: *Students demonstrate a strong foundation in literacy and numeracy.*

Performance Measure	Results (in percentages)					Target 2015	Evaluation			Targets		
	2011	2012	2013	2014	2015		Achievement	Improvement	Overall	2016	2017	2018
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	66.7	59.5	66.1	67.8	66.8	69	Low	Maintained	Issue	68	70	72
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	13.2	10.2	8.6	10.8	10.7	11	Low	Maintained	Issue	12	13	14

Comment on Results

HPSD continues to pursue improvement in student performance. Student achievement in general, across all curricular areas, is a concern but has been improving.

HPSD understands the importance of including all children in the educational setting.

Ongoing, outcome based reporting of student progress is an important way to keep parents informed and proactive partners in their child's education. As part of the Alberta Teachers Association/Alberta Education/Alberta School Boards Association "C2" Process, a system-wide review of student progress reporting will begin this year.

We are pleased that we have surpassed our goals in PAT Acceptable in Science 6, Social Studies 6, ELA K&E 9, Math K&E 9, Science K&E 9, Social Studies K&E 9, as well as Excellence in FLA 6 and Math K&E 9.

Strategies

Inclusive Education

Our Division is committed to increasing understanding and capacity in regard to inclusion. Schools received dedicated funds to implement supports in-keeping with the needs of their school community. Staff were able to access resources and support through Student Services. A team of dedicated individuals including our Inclusive Education Coordinator, Registered Psychologists and CAP Facilitators along with NLCS service providers, worked diligently to address the needs of staff and students. Administrators were involved in a discussion about developing the capacity of our school-based Learning Support Teachers via professional development through CAP. This targeted professional development commenced in the 2014 – 2015 school year and will continue in the coming year. Our focus continues to be to enhancing the skills of Learning Support Teacher to enable him/her to adopt a coaching role with classroom based teachers. A starting point has been to introduce the Pyramid of Intervention ideology. Typically, our division has served a large number of students with special education needs. This places a direct need on teachers to become more adept at differentiating instruction. Without support and professional development, this is a daunting task.

The Inclusive Education Coordinator assumed a lead role in assisting schools to use a common Individual Program Plan template, adapted from the Alberta Education templates. School-based Learning Support Teachers helped to assist teachers with the identification of specific supports based on the strengths and needs of students. The changing paradigm, from a deficit model to a strength-based model, required a re-thinking of assessment and lead to a broader understanding of "inclusion".

Collaboration with community partners continued. HPSD collaborated with FSCD to support children receiving Program Unit Funding and partnered with Child and Family Services with the Success in School protocol. Both partnerships yielded positive outcomes for students. A challenge remained in collaborating with our First Nations to develop Success in School plans for students from DFNAs.

An ongoing challenge involves disconnect with funding and support of our federally funded students. As the paradigm of supports for students evolves, we find we are resorting to former models of identification and funding for the students who are funded from AANDC (formerly INAC).

Assessment Practices and Reporting

Outcome-based reporting has been fully implemented in Kindergarten through grade 6 in all HPSD schools. Using an online sharing portal, secondary teachers are implementing real time sharing of their formative and summative assessment of student learning to students and parents. We call this “continuous reporting”. All of HPSD’s secondary schools are using the Edline web-based program to report student achievement in a continuous manner. Support for improved teaching practices is supported in large part through HPSD’s CAP Framework (see above).

Curriculum Alignment

HPSD is committed to focusing on providing a high quality curriculum for each of its students. We see this through the lens of quality instruction. We strive to maintain integrity to the Alberta Program of Studies.

Through the provincially initiated C2 process which is designed to enhance teacher efficacy, a joint Superintendence and teacher committee chose to suspend its use of the web-based Atlas Rubicon curriculum mapping program. Teachers are encouraged to use their professionalism to develop and share their programs with colleagues. Use of technology (such as with *Google Classroom*) is helping to facilitate this sharing among HPSD’s professional staff.

Through the HPSD CAP Framework, administrators and teachers will continue to be provided with school based professional development to provide high quality educational programming. This year, much of the support is provided in a classroom coaching and participant sharing model.

Notes:

1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
2. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
3. Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Desired Outcome Two: Alberta has quality teaching and school leadership

Specific Outcome: *Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.*

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	79.3	74.8	82.2	80.7	79.1	86	High	Maintained	Good	86	88	89

Comment on Results

Effective use of limited resources requires that emphasis be placed on review of all operations, modes of program delivery, and allocations of resources for priority areas for improvement.

HPSD has a comprehensive mentorship program in place to offer support and guidance to teachers in their first two years of service with our division. The New Teacher Mentor/ Coach collaborates with the school based vice-principal to ensure supervision is strategic and based upon specific needs of beginning teachers.

HPSD understands the importance of ongoing leadership training especially for the school administrators. We will continue to offer professional development to both our principals and vice-principals. The professional development provided is based upon assessed needs of the administrators and in line with the priorities identified by the Board of Trustees.

The implementation of technology and provision for its required maintenance and continued expansion continues to be a challenge for the jurisdiction. HPSP is concerned about the cost of maintaining and upgrading ever-expanding technologies. Many financial and human resources are required to meet demands from classrooms and offices in addition to maintaining security and integrity of networks in the face of external threats.

Strategies

School Calendar

As education-based changes are made to provide quality education to 21st century learners, the demand on teachers has increased exponentially. To meet those increasing demands, the Board of Trustees approved a calendar for the 2015-16 school year that was rich in professional development days. This increase of professional development time has allowed our teaching staff to have adequate time to participate in the necessary training, development, and skill-building opportunities required to facilitate quality learning. Subsequently, teachers have had to make changes to their delivery strategies in order to meet the needs of students in the time provided. High Prairie School Division allocated 23 days to staff inclusive of professional development time and time in lieu of parent-teacher interviews through a collaborative process involving staff, students, parents, and community stakeholders.

Programming Choices

Current trends indicate an increase in alternate methods of delivery of education, including videoconferencing and online education (both at home and at school). Also, technology is increasingly being used to enhance and enrich learning activities for students.

In recent years, HPSPD has investigated ways and means of enhancing Fine Arts and language programs and has financially supported school projects that increase student access to Fine Arts. Locally Developed Dance 15, 25 and 35 courses have been acquired from Calgary Board of Education and are delivered in collaboration with our local communities' dance studios. Increasingly, other Locally Developed Courses are being provided by our high schools to increase learning opportunities.

HPSPD will continue to strive to provide students with access to a broad range of programs to meet their needs through a variety of delivery methods. As well, some schools are exploring flexible ways of timetabling their courses to support student engagement and success through increased course completion. Other schools will be exploring opportunities to increase Fine Arts and CTS to provide students with a broad range of programs.

Curriculum, Assessment and Pyramid of Intervention (CAP)

HPSPD successfully completed the second year of its unique CAP Framework, to support the improvement of student learning.

CAP, derived from the terms Curriculum, Assessment, and Pyramid of Intervention, is a transitional move away from a Division-centered teacher coaching model to one that supports the development of school-based administrators as instructional leaders. By providing assistant principals with frequent and ongoing professional development that is facilitated and nurtured by two CAP Facilitators. The CAP Facilitators are guided by school principals and system leadership, along with a mandate to facilitate instructional leadership in schools. Teachers are in turn provided with accessible and accountable instructional supports. The ultimate client is the student who will receive enhanced instruction. The specific areas of focus in CAP interweave between curriculum, assessment, and Pyramid of Intervention and will help to provide HPSPD with a forum for contextual decision making in support of the latest research in improving instruction. CAP is also the vehicle used in HPSPD to pilot implementation of the Alberta Technology Policy Framework.

Leadership Development

HPSPD has provided a significant level of professional development to its school leaders in the past few years in order to develop a skill set in the area of teacher supervision. This year we will continue to develop the instructional leadership of our principals by focusing on their supervision and evaluation.

Staffing

High Prairie School Division strives to recruit and retain quality teaching staff. We continue to support the recruitment process by attending career fairs in Alberta and advertising nationally. We provide exceptional support to our new teachers from the moment they are offered a position and throughout the first two years of their employment with us. HPSPD maintains a full time mentor/coach to facilitate the mentorship program. This program offers ongoing individual coaching, support with planning, and professional development. The feedback received by the

program participants is overwhelmingly positive. We are pleased that our new teachers work diligently to ensure that the students in their classrooms are receiving quality instruction.

HPSD maintained the “Early Resignation Incentive” for the 2014-2015 school year. “Any teacher who was on a continuing contract and submitted an early notice of resignation effective at the end of the 2014-2015 school year will be paid \$2000 at the end of their employment. This early notice must be received by December 31, 2014.” This was a very successful recruitment strategy. We were able to begin our recruitment process very early in the new year allowing us secure teachers on temporary contracts as well as find quality candidates for the remaining positions. We have this incentive in place again for the 2015-2016 school year.

We continued to work with the universities to provide placements for practice teachers. Last year we were able to place 7 teachers in schools within our division. We will continue to develop this relationship with our pre-service institutions.

Technology

HPSD will continue with the ever greening of technology and providing technology professional development to staff to ensure technology is used by students. System leadership and the Technology Department will demonstrate and model appropriate and effective technology use in schools and will monitor the teaching of ICT outcomes using the Learning Technology Policy Framework (LTPF) as a guide. Revising and updating Administration Procedures to reflect changing technology access and needs within the jurisdiction continues to be a focus for the 2015-2016 school year with digital citizenship is a primary focus. Bring Your Own Device documentation and the Self-Evaluation Guide from Alberta. Education will continue to be referenced as we move through such programs as our current one-to-one laptop program for all grades 1 – 6 students in Joussard School and the promotion of a bring-your-own-device approach to technology throughout the jurisdiction.

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.



Desired Outcome Three: Alberta's education system is governed effectively

Specific Outcome: The education system demonstrates collaboration and engagement.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015		Achievement	Improvement	Overall	2016	2017	2018
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	78.0	75.2	80.8	80.4	82.9	83	Very High	Improved	Excellent	84	86	88
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	87.6	83.4	88.8	83.3	86.1	90	Intermediate	Maintained	Acceptable	88	89	90

Comment on Results

Alberta Education's mandate and local desire for increased public involvement, accountability, and decentralization of decision making require the continual development of new roles and ways of doing things. HPSP continues to strive to make its achievement results, goals, and financial reviews open to the public.

High Prairie School Division's Board of Trustees and the administration seek to increase the level of advocacy on behalf of the system's students and programs and to improve communication about the accomplishments of HPSP and its schools and programs.

HPSP is committed to working collaboratively with its First Nations, Metis, and Inuit parents to help provide an engaging learning environment for their students.

HPSP understands the importance of active School Councils at each of its schools, however, it has not always been possible to find the volunteers to operate under the regulation outlined by Alberta Education.

Strategies

Decision Making

HPSP will continue to publish reports and documents on our website, including the combined 3-Year Education Plan and Annual Education Results Report, as opportunities to celebrate the accomplishments of HPSP in the past year. HPSP plans to hold School/Community planning sessions in each community this year. Each community has the opportunity, and in fact is encouraged, to provide valuable feedback to our schools and the jurisdiction through these mechanisms,

Communications

HPSP has continued to work toward improved internal and external communications, hiring a Divisional Communications Officer, contracting a communications consultant, meeting with community stakeholders for school community planning (including in First Nations communities and Metis settlements), creating an internal research group to explore communications to support a Division led communications strategy, and developing communication plans in all schools. A significant amount of energy has been extended on multiple levels in recent years to implement a greater Division and school-based web presence with new and improved Division and school-based websites that incorporate sharing portals. HPSP has endorsed and promoted legitimate social networking (Facebook and Twitter), school use of voice recordings (e.g., Blackboard Connect), SMS.

As well, HPSD teachers have increasingly been using Moodle, Rubicon Alas, Google Docs, and a host of other web-based tools to improve teacher efficacy and to support internal and external communications with students, parents, and colleagues within and external to HPSD. HPSD will continue to evaluate its communications program and to stress the importance of maintaining effective communications with all stakeholders.

Involvement of First Nations, Metis and Inuit Parents

Continuing from the FNMI Community Engagement work conducted in previous years in most of our First Nations and Metis communities, HPSD implemented an FNMI Narrative Inquiry. The purpose of the inquiry was to gather information to better understand the lived school experiences of the First Nations, Metis and Inuit students in HPSD schools with the aim of improving service to these students and making a positive difference to their overall achievement at school. The data collected was used to inform decisions made regarding counselling services, programming needs, career information and preparation for students, and school culture.

School Councils and Council of School Councils (COSC)

The jurisdiction continues to encourage and support School Councils that will engender meaningful involvement of parents in issues affecting their children's education. In addition HPSD implemented a Council of School Councils for the School Councils to have greater input into jurisdiction decision making.

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.



Specific Outcome: *Students and communities have access to safe and healthy learning environments.*

Performance Measure	Results (in percentages)					Target 2015	Evaluation			Targets		
	2011	2012	2013	2014	2015		Achievement	Improvement	Overall	2016	2017	2018
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	84.6	84.1	86.4	84.8	83.4	88	Intermediate	Declined	Issue	85	87	88
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	84.2	75.0	84.6	76.0	76.0	86	Intermediate	Declined	Issue	77	82	86

Comment on Results

HPSD understands the need to address the whole child and to address the mental, physical, spiritual and emotional well-being of every student.

HPSD understands the importance of creating a welcoming environment for all students. In the past two years, HPSPD has used the Alberta Education "Collaborative Frameworks" model to work with schools and communities to identify barriers to, and strategies that will improve Aboriginal student outcomes.

Strategies

HPSD continued with the implementation of our Healthy School Communities Administrative Procedure which reflects the Comprehensive School Health framework. The Division believes a comprehensive approach to healthy school communities encompasses these four pillars: mental well-being, physical activity, healthy eating and partnership and services. To enhance the implementation, each of our schools was supported by dedicated time from one of our Wellness Coaches. The Wellness Coaches are supervised by our Division Registered Psychologist, who is also available to consult and/or assess students who may need more targeted or specialized intervention. Wellness Coaches introduced universal strategies and liaised with community agencies in an effort to increase the ability of staff to support students. In addition, they were champions of the Tell Them From Me survey. The survey was administered to all elementary (gr 4-6), junior and senior high students.

High Prairie students from grades 6 - 9 also have the support of our Mental Health Capacity Building team - HOSTS (Helping Our Students To Succeed). Again, the focus is on developing universal supports and partnering with existing agencies and service providers to create a continuum of supports.

Following the Slave Lake disaster, HPSPD was a key player in addressing the needs of Slave Lake students. A Slave Lake Wellness Project proposal to the Ministry of Education - Slave Lake Wild Fire Community Stabilization Funds, yielded a million dollar grant. The grant has been utilized to hire three Wellness Coaches and a Project Coordinator/Coach. This group has coined themselves team EPIC (Engaging Partnerships in the Community). They work within each of the eight schools in Slave Lake. Their focus is on universal programming, developing resiliency skills, developing a sense of community and partnership and partnering with community agencies for sustainability once the program ends in June 2016.

Our ultimate aim in these projects is to encourage healthy behaviours. As articulated through the Comprehensive School Health framework, “Health and education are interdependent: healthy students are better learners, and better-educated individuals are healthier...comprehensive school health is an effective way to tap into that linkage, improving both health and educational outcomes...”

The introduction of a Bully Prevention and Intervention administrative procedure is a continuation of the efforts to promote a culture of responsible citizens who demonstrate the value of safe, caring, welcoming and respectful environments.

School Culture

HPSD will continue to support schools in creating welcoming environments for all students within the CAP Framework (see page 7) particularly in relation to the framework’s strong focus on improving relationships in all of our schools. Further, our career and wellness coaches' Community Engagement Initiative endeavors to support cultural awareness through direct onsite contact in our FNMI communities. Ultimately, our goal is success for each and every student in our schools.

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.



Desired Outcome Four: First Nations, Métis and Inuit students are successful

Specific Outcome: The achievement gap between First Nations, Métis and Inuit (FNMI) students and all other students is eliminated.

(Results and evaluations for FNMI measures are required for Public/Separate/Francophone School Authorities only)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2015	Achievement	Improvement	Overall	2016	2017	2018
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	46.0	41.1	51.9	50.8	51.1	58	Very Low	Maintained	Concern	53	55	58
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	6.7	2.2	5.4	3.7	4.1	5.5	Very Low	Maintained	Concern	4.5	5	6
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	75.0	71.8	73.1	65.7	68.1	75	Very Low	Maintained	Concern	69	73	75
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	11.5	6.8	5.9	6.4	2.8	6.0	Very Low	Declined	Concern	3.0	4.0	6.0

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2010	2011	2012	2013	2014	2015	Achievement	Improvement	Overall	2016	2017	2018
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	28.3	30.3	35.6	49.5	43.8	52	Very Low	Maintained	Concern	52	56	58
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	13.3	13.6	8.1	4.5	7.3	4.3	Low	Maintained	Issue	6.0	5.0	4.3
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	31.9	20.2	28.4	28.1	29.2	30	Very Low	Maintained	Concern	30	35	40
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	23.8	37.5	28.6	24.7	26.7	30	Very Low	Maintained	Concern	30	40	45
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	12.3	5.8	15.5	11.3	17.5	15	Very Low	Improved	Issue	20	26	32

Comment on Results

There continues to be a significant gap in FNMI student learning, particularly post grade 6. In a foundational manner, the information gathering processes conducted in the past few years clearly identifies a long standing need for HPSD to work toward relationship building with our FNMI stakeholders.

Strategies

With strong relationships, comes trust and hope. To this end, HPSD is implementing various community engagement initiatives including the Career and Wellness Coaches Community Engagement Initiative. Through this initiative, all of these coaches will make regular community visits to FNMI communities in our region. On site, the Career and Wellness Coaches will meet with parents, elders, students and other community members to provide information and to listen to local concerns. In the High Prairie area, the Tri-Jurisdiction Partnership, involving High Prairie School Division, Holy Family Catholic Regional School Division and Northland School Division is working toward developing a coordinated approach to transitioning students, many of whom are FNMI, between the three jurisdictions. As well, HPSD is looking to hire a jurisdictional staff position which will be responsible in part for facilitating a coordinated, multi-year community FNMI community engagement strategy.

As well, HPSD will continue to channel efforts to improve FNMI students' learning via the HPSD CAP Framework. Through CAP, HPSD schools are developing a common conversation and deeper appreciation for implementing instructional strategies that support each of our students. The primary strategy of CAP is to help teachers and all school personnel to reflect upon their relationships with students and the strategies needed to engage them. Through CAP, the establishment of healthy student-teacher relationships is viewed as a basic and universal support to be built into each school's pyramid of interventions. As CAP continues to unfold in the next few years, focus on developing healthy learning relationships will continue to be supported.

Significant gains in FNMI student learning in HPSD's outreach schools in the past three years have been attributed in large part to the work of school administration and staff in developing healthy relationships with its predominantly FNMI student cohort. This work was done within the internationally acclaimed Equity Framework. The teachings and learnings of the Equity Framework support the work of CAP as relationship building will continue to be one of its most fundamental components.

Healthy FNMI student-teacher relationship building is further supported through such non-CAP related initiatives as the *Leader In Me* and *Restitution* programs which are in place in HPSD schools.

The implementation of career coaching in HPSD is intended to ramp up the engagement of all HPSD secondary students in successful completion of their high school programs and transitioning to post-secondary education and career development. Several of our personnel in this department have had significant experience with Aboriginal students and are using their expertise to provide direct support for FNMI students. As well, Career Coaches are liaising with our local FNMI communities and agencies to support dual credit programming, career awareness initiatives, campus tours (with targeted FNMI components) and other post-secondary opportunities.

Summary of Financial Results

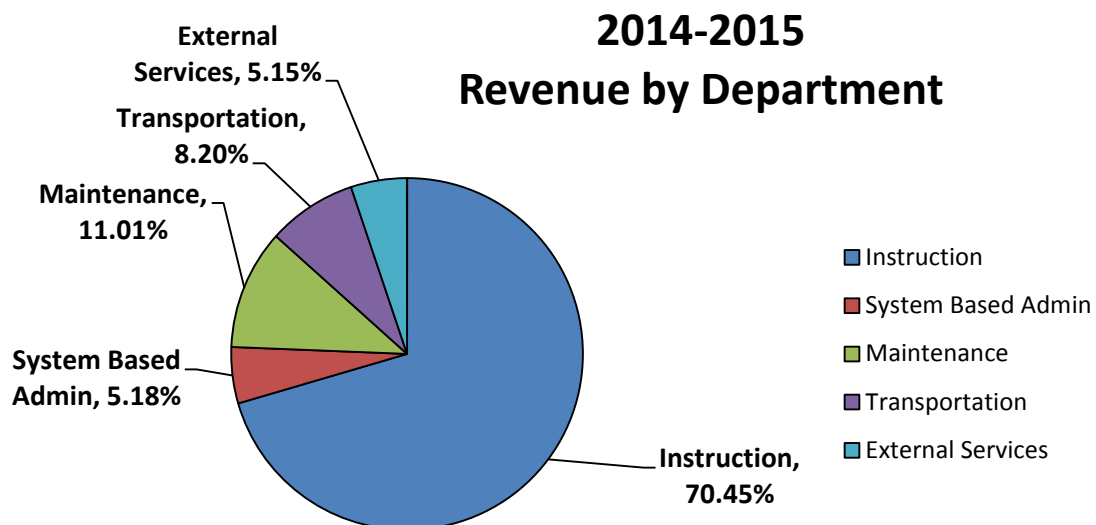
High Prairie School Division No. 48 realized a surplus of \$1,199,348. This surplus was mostly realized through the Transportation Department providing external services to other school divisions and through services provided for firefighting services.

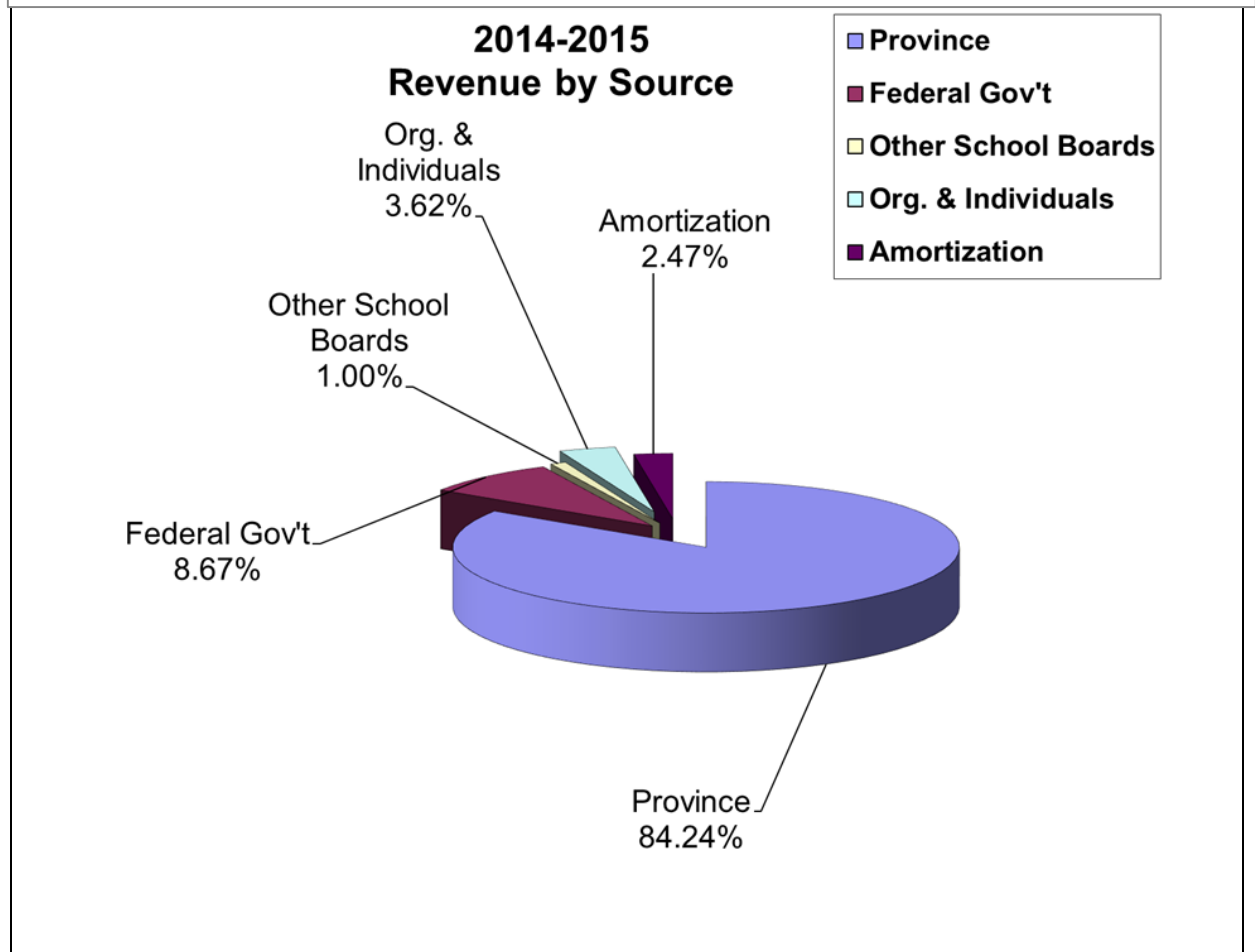
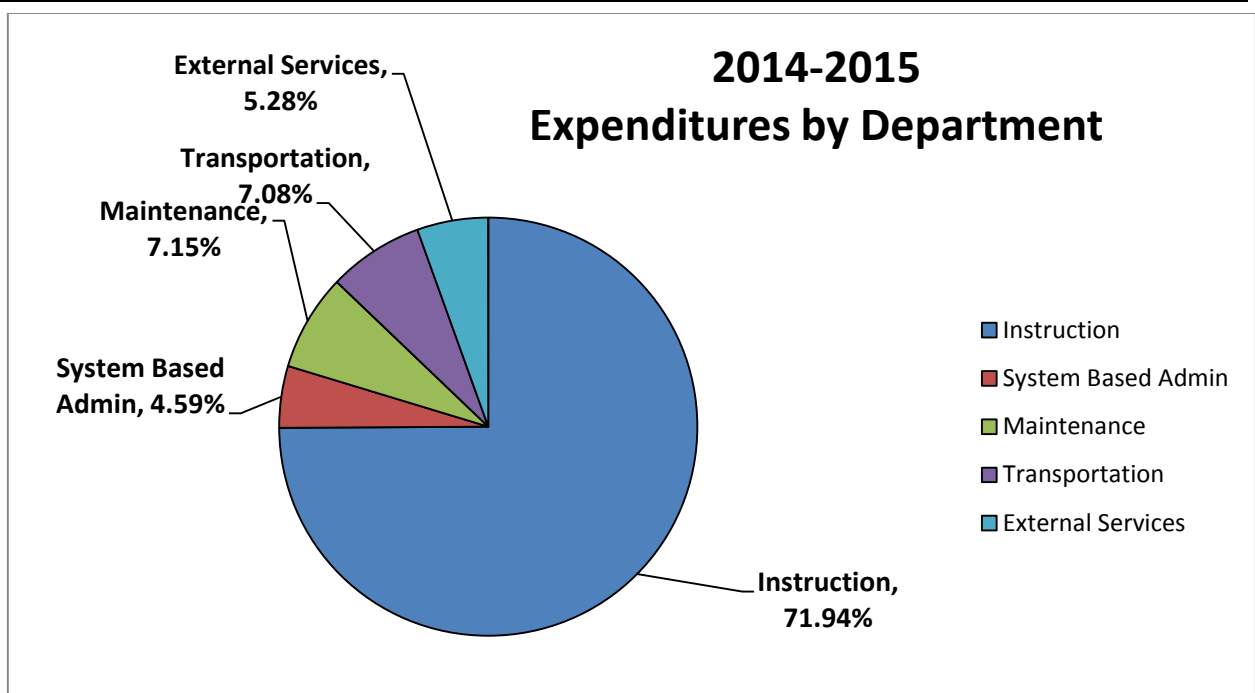
The school division is carefully planning how this surplus will be allocated, with special consideration of narrowing our FNMI achievement gap, as well as providing enhanced support for literacy and counselling. High Prairie School Division is committed to improving overall accountability pillar results and this surplus will be used to help move forward in reflecting the Board of Trustees strategic vision and goals.

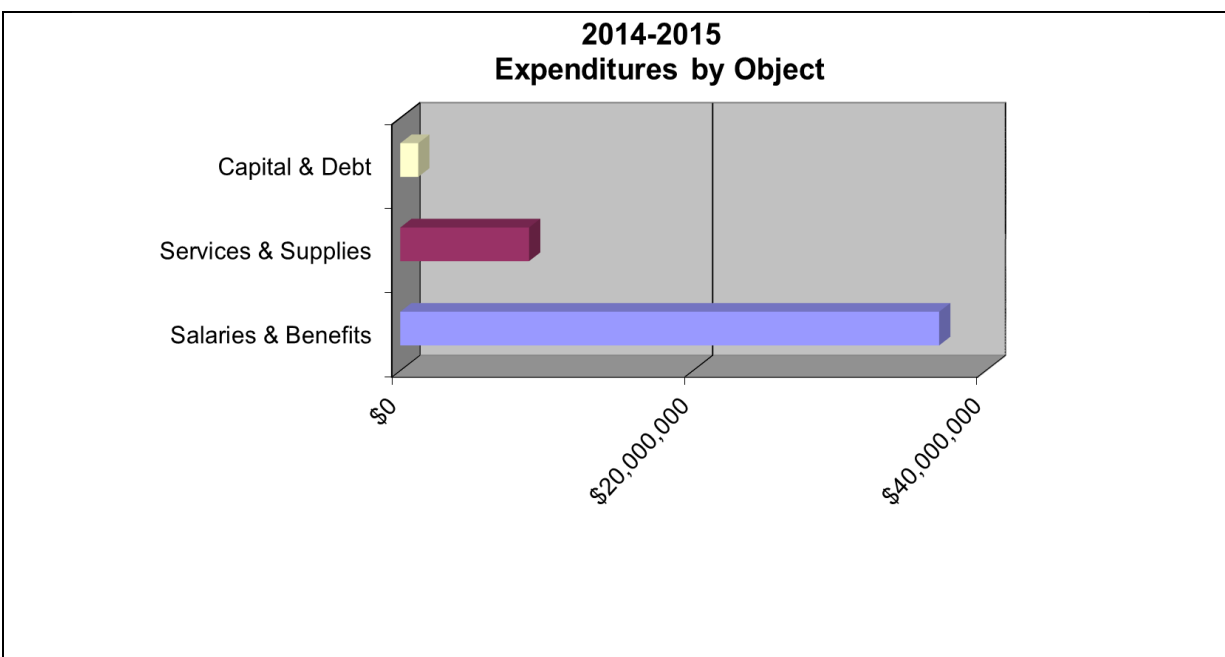
The jurisdiction's primary source of revenue continues to be provincial funding which constitutes 84.24% of total revenues. Additionally, federal government revenue is 8.67% of total revenues for a total of 93% of total revenue. Divisional expenditures are relatively unchanged with instructional costs constituting 71.94% of all expenditures, with salary and benefits costs being the principle cost of operations.

This past school year, the division completed the construction of the new Learning Support Services Building which now houses our Transportation, Technology and Central Administration services in one building. This was done through use of capital reserves for a total cost of \$7.8 million and was paid with accumulated reserves. No financing was required for this addition. Further, the division also invested in replacement buses, new state-of-the-art industrial arts equipment and replacement vehicles for the maintenance department. This additional investment equaled \$780,901.

The school division had \$432,829 in School Generated Funds (SGF) reserves at end of year. This was a reduction of \$73,580 from the previous year. Please refer to Note 15 of Year End Financial Statements for the SGF breakdown.







If more detailed financial information is required, please contact Mr. Murray Marran, Assistant Superintendent of Finance at 780-523-3337, or call toll free at 1-877-523-3337. You can visit our website @ www.hpsd48.ab.ca for the [Audited Financial Statement for the 2014-15 year](#). Financial information for all school jurisdictions can also be found on the Alberta Education website at <https://education.alberta.ca/admin/funding/audited/>

Budget Summary

The 2015-2016 budget is forecasting a modest surplus of \$13, 268. This is primarily due to a divisional commitment to move to zero based budgeting and to re-examine use of reserves in funding programs or initiatives in a sustainable manner.

For example, this new budget shows the Board of Governor's commitment to providing full – time Kindergarten programming, enhanced literacy support, fine arts programming and FNMI support across the jurisdiction. Further, the Board of Trustees will be looking at capital projects such replacement buses, procuring new wireless infrastructure for all schools, and other improvement projects that will enhance learning for all students in the division.

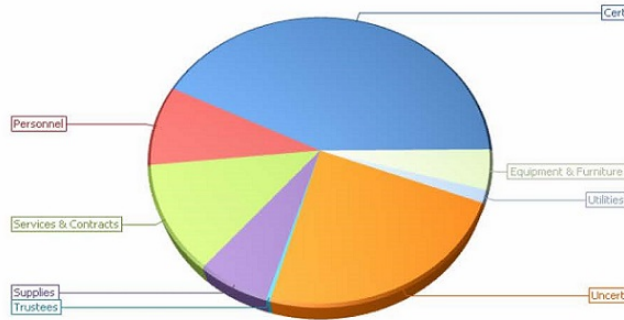
If more detailed financial information is required, please contact Mr. Murray Marran, Assistant Superintendent of Finance at 780-523-3337, or call toll free at 1-877-523-3337. You can visit our website @ www.hpsd48.ab.ca for the [Audited Financial Statement for the 2014-15 year](#) and/or a copy of the [2015-16 budget](#). Financial information for all school jurisdictions can also be found on the Alberta Education website at <https://education.alberta.ca/admin/funding/audited/>

Expenditures

High Prairie School Division No. 48
2015-2016 Finalized Budget
High Prairie School Division No. 48

2015-2016 Finalized Budget

High Prairie School Division No. 48



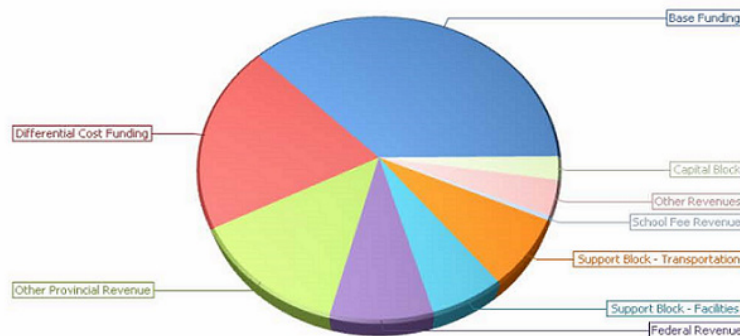
Category	Amount	Percentage
Cert	\$20,822,317	42%
Personnel	\$4,411,250	9%
Services & Contracts	\$6,012,707	12%
Supplies	\$3,166,113	6%
Trustees	\$172,367	0%
Uncert	\$11,504,326	23%
Utilities	\$709,000	1%
School Generated Fund	\$0	0%
Equipment & Furniture	\$2,213,451	5%
Expenditures	\$49,011,530	

Revenue And Allocations To Budget Center

High Prairie School Division No. 48
2015-2016 Finalized Budget
High Prairie School Division No. 48

2015-2016 Finalized Budget

High Prairie School Division No. 48



Category	Amount	Percentage
Base Funding	\$18,304,014	37%
Differential Cost Funding	\$9,832,737	20%
Other Provincial Revenue	\$8,580,817	13%
Federal Revenue	\$4,247,420	9%
Support Block - Facilities	\$3,053,613	6%
Support Block - Transportation	\$3,696,312	8%
School Fee Revenue	\$244,055	0%
Other Revenues	\$1,839,300	4%
Capital Block	\$1,226,531	3%
Previous Surplus Deficit	\$0	0%
Revenue And Allocations To Budget Center	\$49,024,798	

Capital and Facilities Projects

Throughout the 2014-2015 school year the Maintenance Department contributed to the educational environments of High Prairie School Division's schools by reconfiguring space and improving schools to enhance programming.

- 1) A continuation of millwork replacement in our schools and offices which improved storage and organizational space.
- 2) Sidewalks were replaced at C.J. Schurter, E.G. Wahlstrom and Roland Michener to improve the walking paths for our students and staff.
- 3) Renovation of 5 classrooms, hallways, and library for a brighter and cleaner learning environment for our students at Prairie River.
- 4) Another 15 smart board and projector replacements to keep with the changing technology in our schools
- 5) We continue to run our preventative maintenance program to assure quality lighting, heating, and ventilation to each classroom throughout the Division.
- 6) Replacement of exterior doors & frames at Ecole Routhier, and H.P. Elementary which continues to keep our natural gas consumption lower.
- 7) Washroom renovation at H.P. Elementary and Prairie River to again lower the water consumption and brighten up the area for our students.
- 8) Phone system replacement and P.A. System upgrade to better the communications of our staff to students.
- 9) Building control system upgrade at Roland Michener for better heating and ventilation to our classrooms.
- 10) Renovation in our I.A. Shop in G.P. Vanier for increased visibility of students throughout the shop, and create a better work space for students.
- 11) New lighting in the C.J. Schurter gym, now the students have a brighter play area.
- 12) Projects to better the health and safety of our students.
- 13) Reroofing at E.W. Pratt to assure a dry environment for our students and staff.

The detailed [3 Year Capital Plan](http://www.hpsd48.ab.ca/pages/High_Prairie_School_Division) can be viewed at http://www.hpsd48.ab.ca/pages/High_Prairie_School_Division under "Board Related"

Summary of Facility and Capital Plans

The Maintenance Department is continually working to improve services to all sites and has succeeded in providing significant advancements in the achievement of their goals. To this end, several projects scheduled for 2015-2016 are as follows:

- 1) Continuation of our preventative maintenance program.
- 2) Installation or replacement of another 27 projectors through the Division.
- 3) Several more millwork projects planned.
- 4) Office and 3 more classrooms to be renovated at Prairie River which include lighting, ceilings, flooring, and painting.
- 5) Exterior doors & frames to be replaced at Ecole Routhier, H.P. Elementary, E.G. Wahlstrom, and Roland Michener.
- 6) Flooring to be replaced at H.P. Elementary, C.J. Schurter, and Roland Michener.
- 7) Renovations to weight room at G.P. Vanier.
- 8) Manual transfer switch to be installed on the electrical system at Ecole Routhier in case of power outage.
- 9) Washroom upgrades in junior high at Roland Michener.
- 10) Roofing at E.W. Pratt.
- 11) Replacement of security camera system at E.W. Pratt.

Parental Involvement

High Prairie School Division continued to hold Council of School Councils meetings. The 3 YEP and the AERR were reviewed. In the spring, school based administrators began putting their school plans in place and communicated the division's draft planning to their staff and school councils.

Schools and the Division engaged parents in several ways such as: volunteerism, school councils, community planning sessions, Council of School Council (COSC) meetings, surveys, setting the division calendar and participation in school/community events

Timelines and Communication

Throughout the spring, the strategies and actions identified in this plan were reviewed by the administrators of HPSD. School based administrators began putting their school plans in place and communicated the division's draft planning to their staff and school councils. The draft of the strategies came out of work completed in Strategic Planning sessions with administrators and the Board of Trustees.

The Combined 3YEP and AERR was presented to the Board of Trustees at the November 18, 2015 Board meeting. Its approval allowed the document to be placed on the website. Our Alberta Education Manager was notified of this posting through email and the permalink to the website was included.

Whistleblower Protection

Section 32 of the Public Interest Disclosure Act (2013) requires that school authorities include their annual report of disclosures in this document. HPSD had no disclosures in the 2014-2015 school year.

Once High Prairie School Division posted this Strategic Education Plan on its website, copies were distributed to all schools in the jurisdiction. Information posted in local newspapers made reference to the fact that division and school three-year plans were available for viewing through our website at www.hpsd48.ab.ca. Plans. Copies were also available at each school and at the Division Office. It is the expectation that copies of the jurisdictional Three Year Education Plan be circulated to staff, School Council representatives and also presented to the Council of School Councils (COSC) representatives.



APPENDIX – Measure Details

Diploma Examination Results – Measure Details

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2011		2012		2013		2014		2015		2015	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Authority	89.2	3.1	88.5	9.2	84.2	7.4	79.5	4.8	71.6	3.7	8.0	5.0
	Province	85.0	10.1	86.3	11.3	86.0	10.4	87.6	11.8	86.5	11.5		
English Lang Arts 30-2	Authority	88.2	7.8	90.5	7.1	93.3	9.5	88.2	6.6	88.0	5.0	90	7.5
	Province	88.7	9.1	89.6	10.7	89.4	10.9	89.8	13.1	88.7	11.3		
French Lang Arts 30-1	Authority	*	*	n/a	n/a	100.0	25.0	*	*	100.0	16.7	100	25
	Province	95.3	14.5	95.6	13.5	95.4	12.4	96.6	14.6	95.5	9.9		
Français 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	-	-
	Province	93.8	19.9	96.5	18.9	96.8	18.2	99.3	29.2	95.3	17.1		
Pure Mathematics 30	Authority	62.5	4.2	60.0	7.1	n/a	n/a	n/a	n/a	n/a	n/a	-	-
	Province	81.3	29.2	82.0	27.5	59.0	11.4	*	*	n/a	n/a		
Applied Mathematics 30	Authority	65.6	0.0	54.8	7.1	n/a	n/a	n/a	n/a	n/a	n/a	-	-
	Province	74.5	9.8	75.8	10.3	71.4	17.9	n/a	n/a	n/a	n/a		
Mathematics 30-1	Authority	n/a	n/a	n/a	n/a	67.6	18.3	54.8	8.1	52.0	18.0	60	12
	Province	n/a	n/a	n/a	n/a	80.9	35.9	75.1	27.9	76.2	31.7		
Mathematics 30-2	Authority	n/a	n/a	n/a	n/a	27.3	0.0	54.8	3.2	55.8	2.3	60	5
	Province	n/a	n/a	n/a	n/a	69.5	9.6	71.3	15.0	73.9	15.5		
Social Studies 30-1	Authority	69.5	1.7	80.5	10.4	87.2	11.5	75.3	4.1	69.3	1.3	80	5
	Province	83.0	14.9	86.3	16.7	85.4	15.2	85.6	14.3	87.1	16.2		
Social Studies 30-2	Authority	77.0	13.0	75.6	4.9	81.0	4.8	76.5	7.8	79.1	2.2	80	9
	Province	85.6	15.9	83.0	13.7	82.2	13.7	84.0	14.8	81.3	12.5		
Biology 30	Authority	78.3	25.0	86.2	21.5	81.6	28.6	83.6	26.0	76.2	23.8	88	26
	Province	82.0	30.0	81.9	28.2	84.4	32.2	85.2	31.9	85.9	33.0		
Chemistry 30	Authority	48.2	7.1	56.8	9.5	66.0	13.2	73.0	30.2	61.0	18.6	80	32
	Province	75.4	28.0	77.1	28.7	78.8	31.8	81.5	35.2	82.2	34.2		
Physics 30	Authority	32.4	2.7	52.8	8.3	47.7	6.8	48.3	6.9	77.8	37.0	60	10
	Province	77.0	27.8	81.1	30.5	81.5	30.5	83.2	34.3	83.9	35.8		
Science 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	-	-
	Province	80.4	21.0	79.8	22.0	84.1	25.8	85.0	25.4	83.9	26.7		

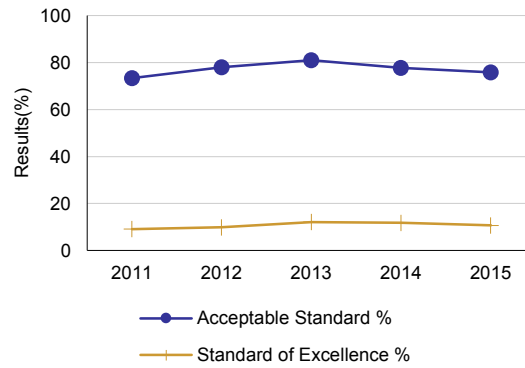
Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

"A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

Current and historical Diploma results have been adjusted to reflect change in data source system.

Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Graph of Diploma Examination Results – Overall

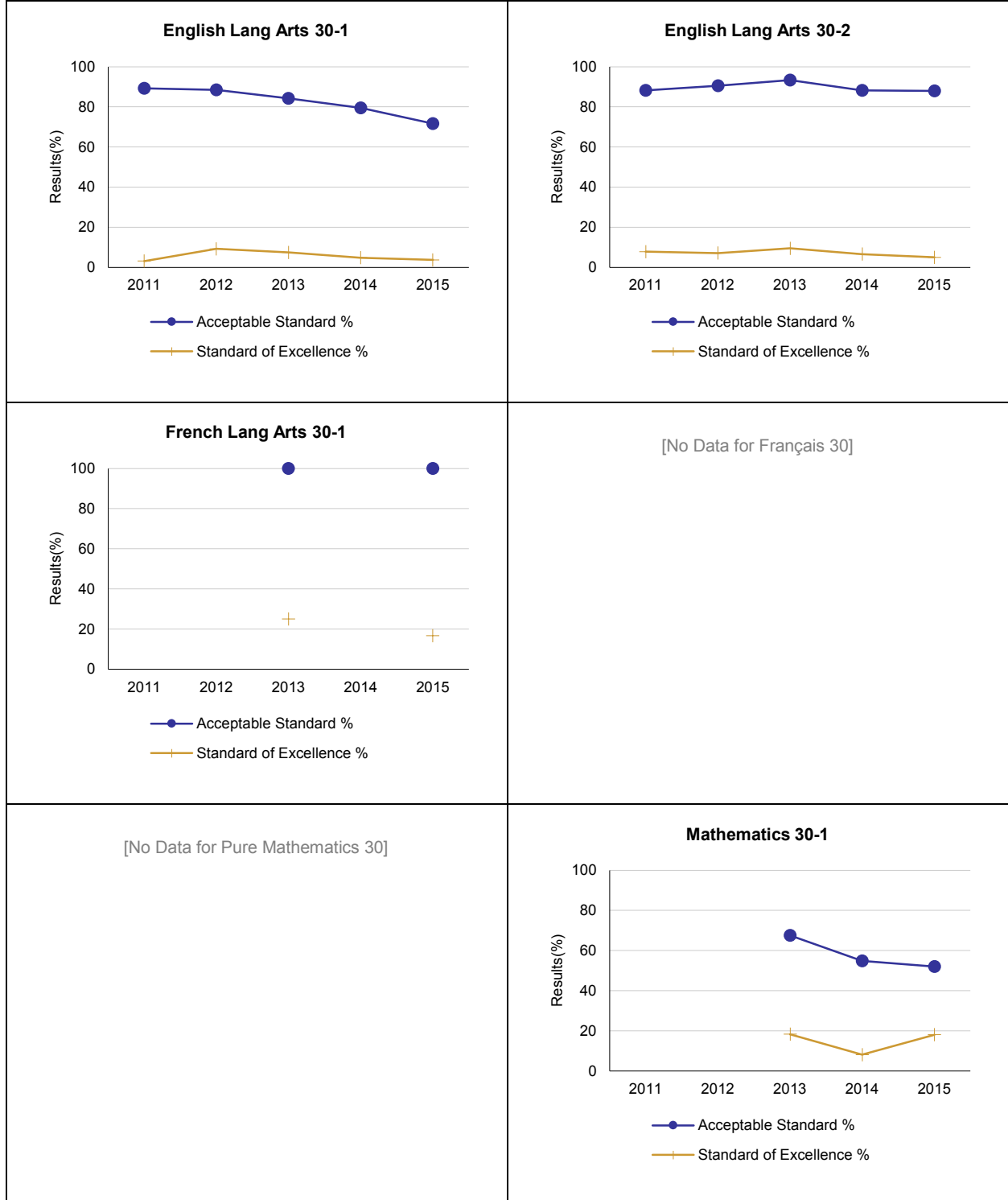


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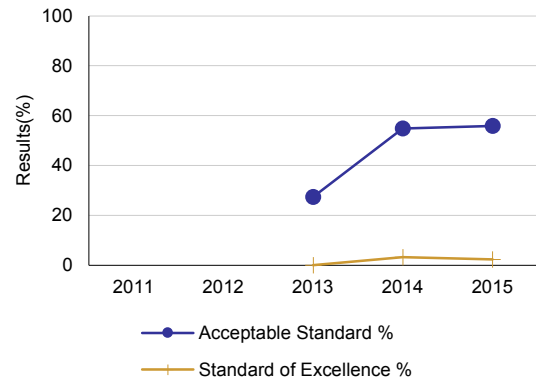
Diploma Examination Results by Course



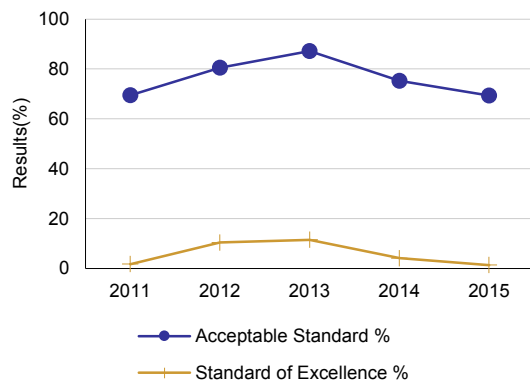
Diploma Examination Results by Course

[No Data for Applied Mathematics 30]

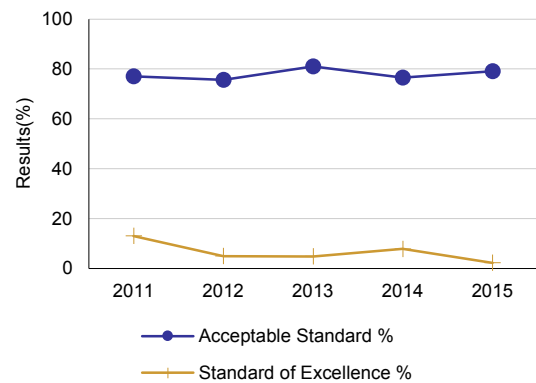
Mathematics 30-2



Social Studies 30-1



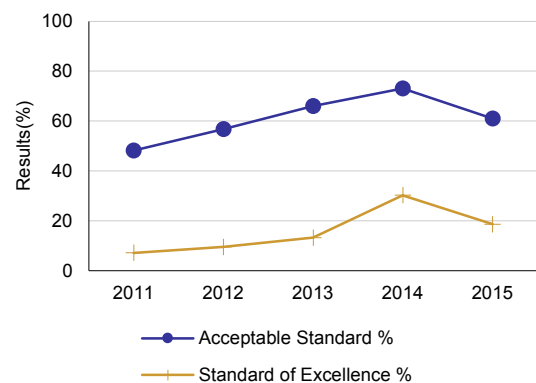
Social Studies 30-2



Biology 30



Chemistry 30

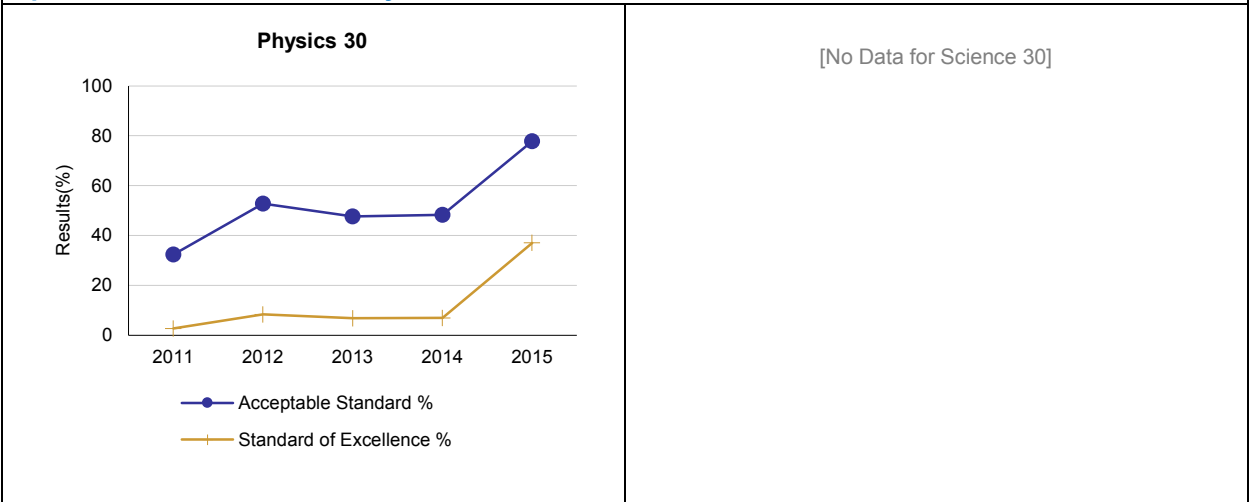


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Current and historical Diploma results have been adjusted to reflect change in data source system.

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Diploma Examination Results by Course



Notes: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Current and historical Diploma results have been adjusted to reflect change in data source system.

Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.



Diploma Examination Results Course By Course Summary With Measure Evaluation

Course	Measure	High Prairie School Div No. 48							Alberta			
		Achievement	Improvement	Overall	2015		Prev 3 Yr Avg		2015		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Very Low	Declined Significantly	Concern	81	71.6	88	84.1	28,104	86.5	29,085	86.6
	Standard of Excellence	Low	Maintained	Issue	81	3.7	88	7.1	28,104	11.5	29,085	11.2
English Lang Arts 30-2	Acceptable Standard	Low	Maintained	Issue	100	88.0	88	90.7	16,324	88.7	15,323	89.6
	Standard of Excellence	Low	Maintained	Issue	100	5.0	88	7.7	16,324	11.3	15,323	11.6
French Lang Arts 30-1	Acceptable Standard	Very High	Maintained	Excellent	6	100.0	8	100.0	1,278	95.5	1,224	95.9
	Standard of Excellence	High	Maintained	Good	6	16.7	8	25.0	1,278	9.9	1,224	13.5
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	129	95.3	145	97.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	129	17.1	145	22.1
Pure Mathematics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	70	60.0	n/a	n/a	10,936	70.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	70	7.1	n/a	n/a	10,936	19.5
Applied Mathematics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	42	54.8	n/a	n/a	5,026	73.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	42	7.1	n/a	n/a	5,026	14.1
Mathematics 30-1	Acceptable Standard	n/a	Maintained	n/a	50	52.0	67	61.2	20,915	76.2	20,619	78.0
	Standard of Excellence	n/a	Maintained	n/a	50	18.0	67	13.2	20,915	31.7	20,619	31.9
Mathematics 30-2	Acceptable Standard	n/a	Improved	n/a	43	55.8	43	41.1	12,558	73.9	10,829	70.4
	Standard of Excellence	n/a	Maintained	n/a	43	2.3	43	1.6	12,558	15.5	10,829	12.3
Social Studies 30-1	Acceptable Standard	Very Low	Declined	Concern	75	69.3	76	81.0	21,038	87.1	22,680	85.8
	Standard of Excellence	Very Low	Declined Significantly	Concern	75	1.3	76	8.7	21,038	16.2	22,680	15.4
Social Studies 30-2	Acceptable Standard	Low	Maintained	Issue	91	79.1	101	77.7	19,617	81.3	18,230	83.1
	Standard of Excellence	Very Low	Declined	Concern	91	2.2	101	5.8	19,617	12.5	18,230	14.1
Biology 30	Acceptable Standard	Low	Declined	Issue	105	76.2	79	83.8	21,219	85.9	22,506	83.9
	Standard of Excellence	Intermediate	Maintained	Acceptable	105	23.8	79	25.4	21,219	33.0	22,506	30.7
Chemistry 30	Acceptable Standard	Low	Maintained	Issue	59	61.0	63	65.3	19,050	82.2	18,412	79.1
	Standard of Excellence	Low	Maintained	Issue	59	18.6	63	17.6	19,050	34.2	18,412	31.9
Physics 30	Acceptable Standard	Intermediate	Improved Significantly	Good	27	77.8	36	49.6	10,573	83.9	10,127	81.9
	Standard of Excellence	High	Improved Significantly	Good	27	37.0	36	7.3	10,573	35.8	10,127	31.8
Science 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	7,819	83.9	6,190	83.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	7,819	26.7	6,190	24.4

Notes: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Current and historical Diploma results have been adjusted to reflect change in data source system.

Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.

Please note that participation in Diploma Examinations was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.



Measure Evaluation Reference - Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th, and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Lang Arts 30-1	Acceptable Standard	0.00 - 81.51	81.51 - 85.05	85.05 - 90.15	90.15 - 94.10	94.10 - 100.00
	Standard of Excellence	0.00 - 2.28	2.28 - 6.43	6.43 - 11.18	11.18 - 15.71	15.71 - 100.00
English Lang Arts 30-2	Acceptable Standard	0.00 - 81.90	81.90 - 88.81	88.81 - 94.35	94.35 - 97.10	97.10 - 100.00
	Standard of Excellence	0.00 - 3.70	3.70 - 8.52	8.52 - 14.55	14.55 - 18.92	18.92 - 100.00
French Lang Arts 30-1	Acceptable Standard	0.00 - 78.73	78.73 - 92.86	92.86 - 100.00	100.00 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.21	5.21 - 16.67	16.67 - 23.04	23.04 - 100.00
Pure Mathematics 30	Acceptable Standard	0.00 - 54.07	54.07 - 76.74	76.74 - 86.06	86.06 - 92.18	92.18 - 100.00
	Standard of Excellence	0.00 - 6.15	6.15 - 18.46	18.46 - 29.38	29.38 - 34.62	34.62 - 100.00
Applied Mathematics 30	Acceptable Standard	0.00 - 73.06	73.06 - 80.94	80.94 - 90.03	90.03 - 91.69	91.69 - 100.00
	Standard of Excellence	0.00 - 4.57	4.57 - 10.29	10.29 - 16.08	16.08 - 23.77	23.77 - 100.00
Social Studies 30-1	Acceptable Standard	0.00 - 69.65	69.65 - 80.38	80.38 - 87.98	87.98 - 95.79	95.79 - 100.00
	Standard of Excellence	0.00 - 2.27	2.27 - 8.63	8.63 - 14.51	14.51 - 19.76	19.76 - 100.00
Social Studies 30-2	Acceptable Standard	0.00 - 71.97	71.97 - 79.85	79.85 - 87.56	87.56 - 91.42	91.42 - 100.00
	Standard of Excellence	0.00 - 3.94	3.94 - 8.65	8.65 - 14.07	14.07 - 23.34	23.34 - 100.00
Biology 30	Acceptable Standard	0.00 - 68.26	68.26 - 79.41	79.41 - 85.59	85.59 - 92.33	92.33 - 100.00
	Standard of Excellence	0.00 - 10.75	10.75 - 21.84	21.84 - 29.26	29.26 - 33.42	33.42 - 100.00
Chemistry 30	Acceptable Standard	0.00 - 58.10	58.10 - 69.51	69.51 - 80.34	80.34 - 84.74	84.74 - 100.00
	Standard of Excellence	0.00 - 11.22	11.22 - 20.47	20.47 - 30.47	30.47 - 35.07	35.07 - 100.00
Physics 30	Acceptable Standard	0.00 - 50.06	50.06 - 71.77	71.77 - 83.00	83.00 - 88.67	88.67 - 100.00
	Standard of Excellence	0.00 - 5.61	5.61 - 18.10	18.10 - 31.88	31.88 - 41.10	41.10 - 100.00
Science 30	Acceptable Standard	0.00 - 64.19	64.19 - 77.66	77.66 - 86.33	86.33 - 98.50	98.50 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 14.69	14.69 - 25.03	25.03 - 38.93	38.93 - 100.00

Notes:

The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.

Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

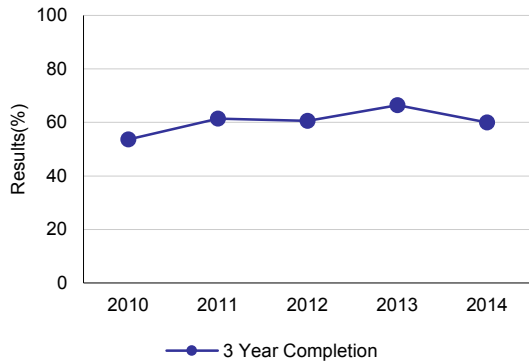
	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

High School Completion Rate – Measure Details

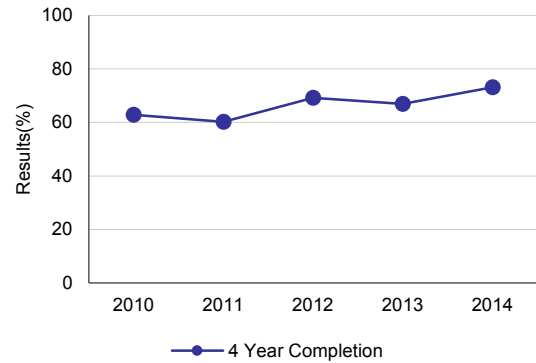
High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.

	Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
3 Year Completion	53.7	61.4	60.6	66.4	60.0	72.6	74.1	74.8	74.9	76.4
4 Year Completion	62.9	60.2	69.2	66.9	73.2	76.9	78.1	79.4	79.6	80.0
5 Year Completion	67.7	66.7	64.9	71.8	71.3	79.0	79.6	80.8	81.7	82.1

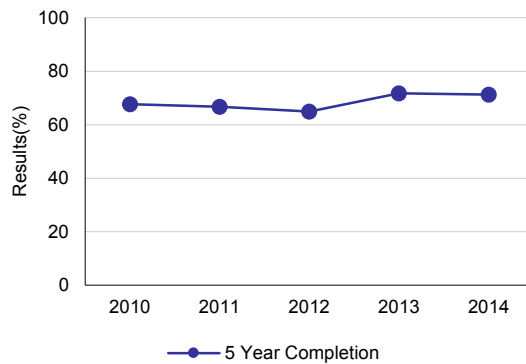
Graph of Authority Results



Graph of Authority Results



Graph of Authority Results

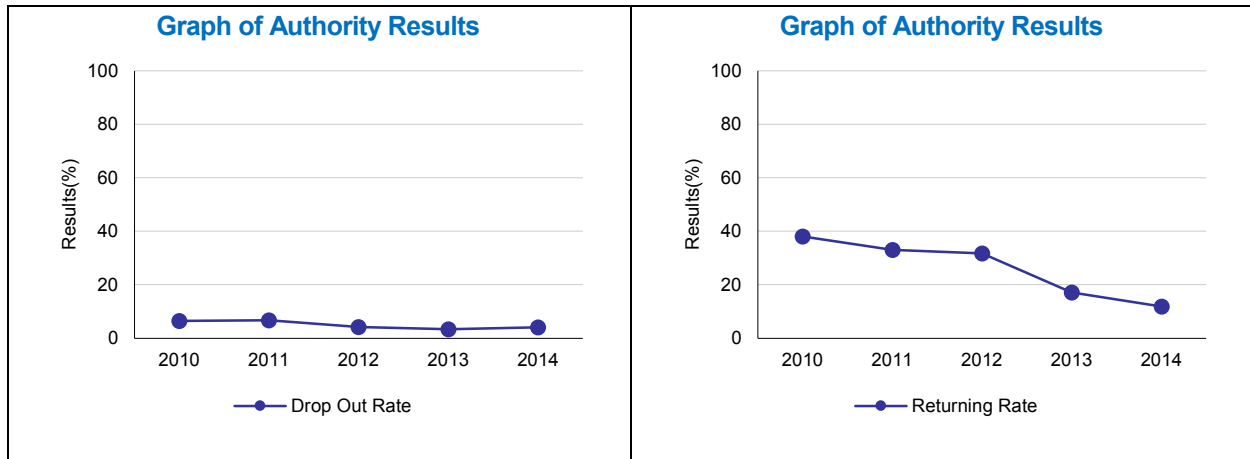


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

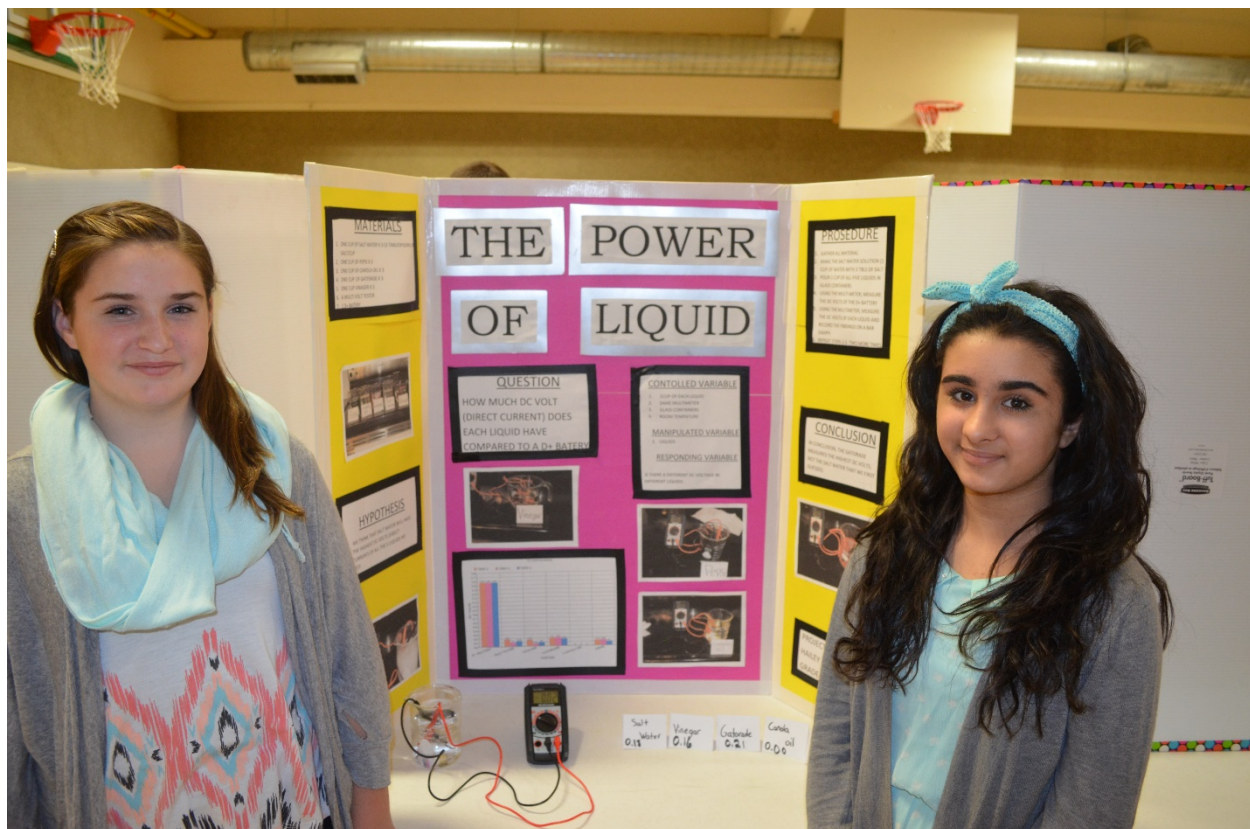
Drop Out Rate – Measure Details

Drop Out Rate - annual dropout rate of students aged 14 to 18

	Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Drop Out Rate	6.5	6.7	4.2	3.4	4.1	4.2	3.2	3.5	3.3	3.4
Returning Rate	38.0	33.0	31.7	17.1	11.9	27.9	23.4	23.0	21.1	20.3



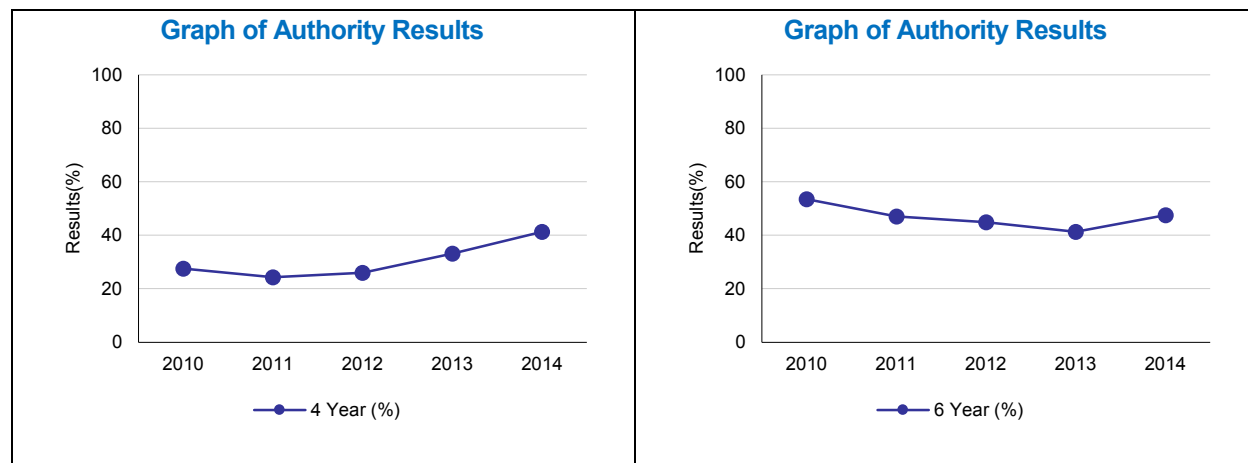
Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).



High School to Post-secondary Transition Rate – Measure Details (OPTIONAL)

High school to post-secondary transition rate of students within four and six years of entering Grade 10.

	Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
4 Year Rate	27.5	24.3	26.0	33.1	41.3	37.8	38.2	39.6	40.0	38.4
6 Year Rate	53.5	47.0	44.9	41.3	47.5	59.3	58.4	59.5	59.2	59.8



Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

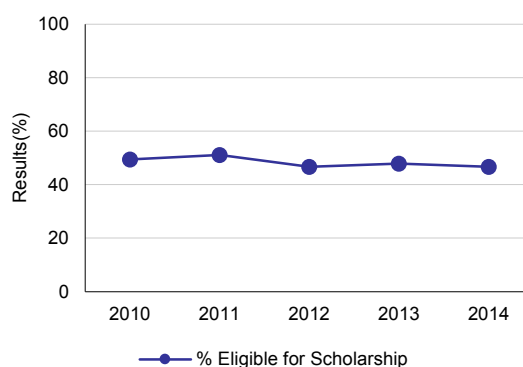


Rutherford Eligibility Rate – Measure Details

Percentage of Grade 12 students eligible for a Rutherford Scholarship.										
	Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
Rutherford Scholarship Eligibility Rate	49.4	51.1	46.7	47.9	46.7	59.6	61.5	61.3	60.9	61.2

Rutherford eligibility rate details.									
Reporting School Year	Total Students	Grade 10 Rutherford		Grade 11 Rutherford		Grade 12 Rutherford		Overall	
		Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible
2010	322	136	42.2	116	36.0	43	13.4	159	49.4
2011	311	134	43.1	120	38.6	63	20.3	159	51.1
2012	291	121	41.6	105	36.1	54	18.6	136	46.7
2013	305	132	43.3	109	35.7	68	22.3	146	47.9
2014	291	120	41.2	104	35.7	60	20.6	136	46.7

Graph of Authority Results



Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

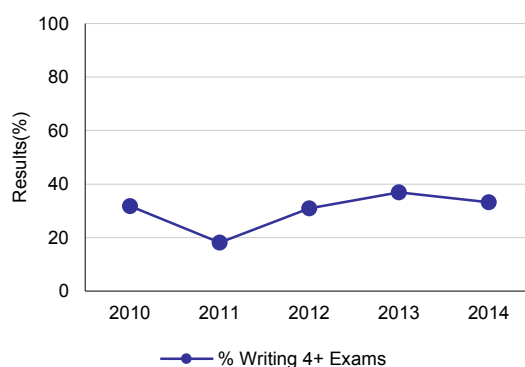


Diploma Examination Participation Rate – Measure Details

Diploma examination participation rate: Percentage of students writing 0 to 6 or more Diploma Examinations by the end of their 3rd year of high school.

	Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
% Writing 0 Exams	33.6	30.1	30.1	23.0	30.2	17.2	16.1	15.9	16.1	15.2
% Writing 1+ Exams	66.4	69.9	69.9	77.0	69.8	82.8	83.9	84.1	83.9	84.8
% Writing 2+ Exams	61.5	58.0	64.7	71.1	65.3	79.6	80.8	81.2	80.8	82.0
% Writing 3+ Exams	39.1	33.8	45.8	53.0	44.3	66.0	67.4	67.5	63.8	65.6
% Writing 4+ Exams	31.7	18.1	30.9	36.9	33.2	54.9	56.2	56.6	50.5	54.9
% Writing 5+ Exams	22.7	8.6	19.3	22.4	21.8	36.1	37.2	38.0	31.8	36.7
% Writing 6+ Exams	10.2	3.1	6.3	8.6	7.8	13.4	14.1	14.6	11.5	13.3

Graph of Authority Results



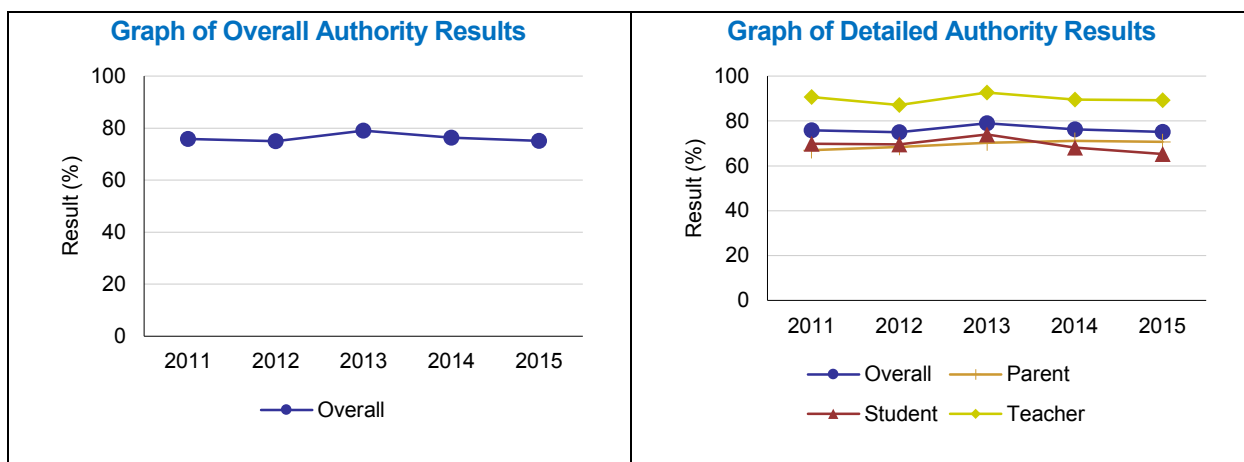
Percentage of students writing 1 or more Diploma Examinations by the end of their 3rd year of high school, by course and subject.

	Authority					Province				
	2010	2011	2012	2013	2014	2010	2011	2012	2013	2014
English Language Arts 30-1	31.0	21.5	32.6	39.1	34.8	54.5	54.9	55.1	54.4	54.4
English Language Arts 30-2	31.9	35.2	31.9	33.7	30.0	25.1	26.1	26.1	27.2	28.2
Total of 1 or more English Diploma Exams	62.3	56.7	64.5	71.7	64.8	78.0	79.0	79.2	79.3	80.3
Social Studies 30	7.9	0.0	0.0	n/a	n/a	3.7	0.3	0.0	n/a	n/a
Social Studies 30-1	26.7	17.6	31.1	33.3	30.4	45.7	48.2	48.0	46.1	45.5
Social Studies 33	5.8	0.0	0.0	n/a	n/a	2.5	0.1	0.0	n/a	n/a
Social Studies 30-2	22.2	31.2	30.4	38.4	38.1	27.4	31.0	32.1	34.0	35.6
Total of 1 or more Social Diploma Exams	61.4	48.8	61.5	71.7	67.6	78.1	78.9	79.3	79.3	80.3
Pure Mathematics 30	21.0	18.2	24.9	0.4	0.0	41.4	42.6	42.5	7.3	0.1
Applied Mathematics 30	13.7	13.3	17.6	0.0	0.0	19.7	20.0	19.6	0.2	0.0
Mathematics 30-1	n/a	n/a	n/a	25.2	22.7	n/a	n/a	n/a	30.0	37.6
Mathematics 30-2	n/a	n/a	n/a	21.7	13.8	n/a	n/a	n/a	16.9	21.6
Total of 1 or more Math Diploma Exams	34.7	31.2	42.5	47.3	36.4	60.6	62.0	61.5	52.5	57.4
Biology 30	28.6	23.3	25.3	31.0	30.4	41.2	42.8	43.1	42.5	41.7
Chemistry 30	24.3	16.7	25.3	24.8	22.7	35.2	36.0	36.7	31.7	35.0
Physics 30	14.3	11.2	13.6	14.7	15.0	20.0	20.6	20.4	17.4	20.2
Science 30	0.3	0.6	0.7	1.6	0.0	9.0	9.1	10.5	9.8	13.0
Total of 1 or more Science Diploma Exams	34.0	33.0	35.2	41.9	39.3	57.6	59.1	59.5	57.7	59.8
Français 30-1	0.0	0.0	0.0	0.0	0.0	0.2	0.3	0.3	0.3	0.3
French Language Arts 30	1.2	0.6	0.4	2.7	2.8	2.9	2.8	2.7	2.7	2.7
Total of 1 or more French Diploma Exams	1.2	0.6	0.4	2.7	2.8	3.1	3.1	2.9	3.0	3.0

Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	75.8	75.0	79.0	76.3	75.1	81.9	82.5	83.4	83.4	83.5
Teacher	90.7	87.1	92.7	89.5	89.3	92.7	93.1	93.6	93.8	94.2
Parent	67.0	68.4	70.3	71.2	70.7	78.6	79.4	80.3	81.9	82.1
Student	69.9	69.6	74.0	68.1	65.3	74.5	75.0	76.2	74.5	74.2

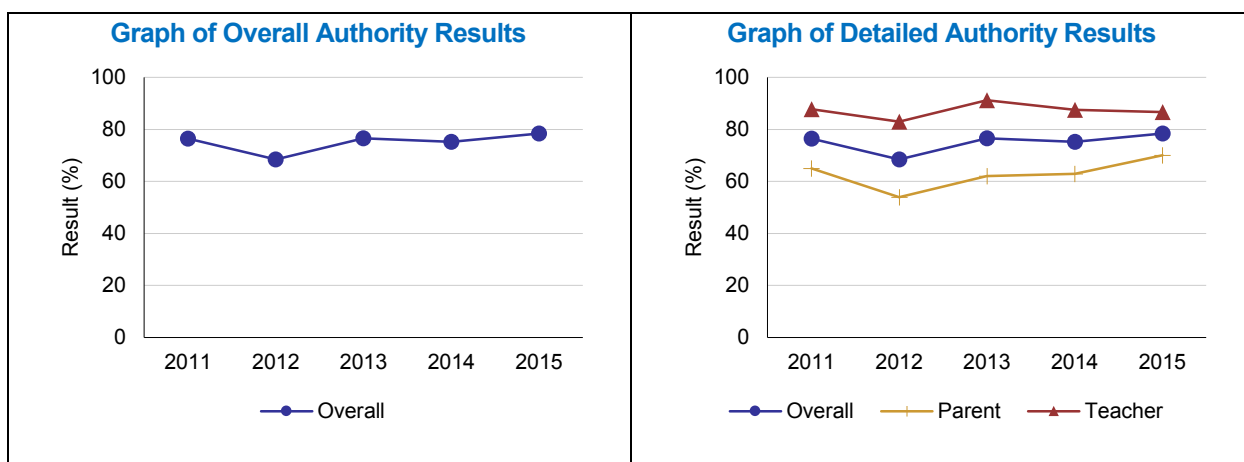


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*). Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Work Preparation – Measure Details

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

	Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	76.4	68.5	76.6	75.2	78.4	80.1	79.7	80.3	81.2	82.0
Teacher	87.8	83.0	91.2	87.5	86.7	89.6	89.5	89.4	89.3	89.7
Parent	65.0	53.9	62.0	62.9	70.0	70.6	69.9	71.1	73.1	74.2



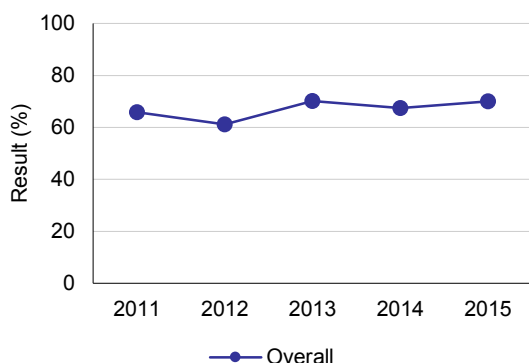
Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Lifelong Learning – Measure Details

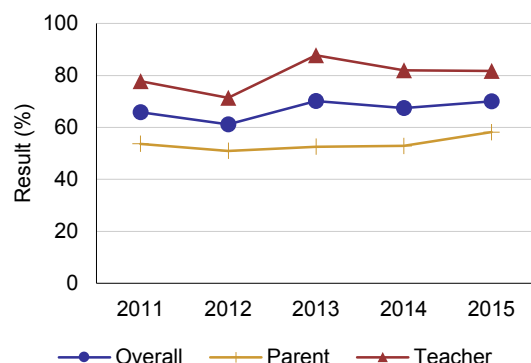
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

	Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	65.8	61.2	70.1	67.4	70.0	67.9	68.0	68.5	69.5	70.0
Teacher	77.8	71.4	87.7	82.0	81.7	75.3	75.8	75.7	76.0	76.0
Parent	53.7	51.0	52.6	52.9	58.2	60.6	60.2	61.2	63.0	64.0

Graph of Overall Authority Results



Graph of Detailed Authority Results



Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).



Provincial Achievement Test Results – Measure Details

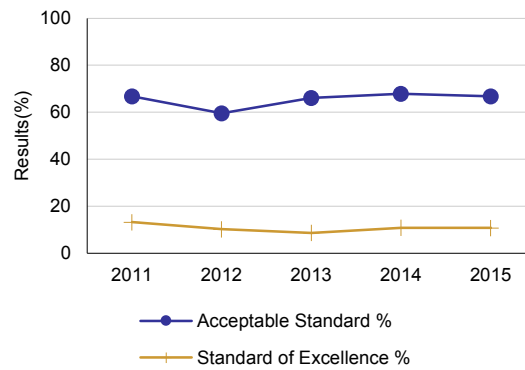
PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2011		2012		2013		2014		2015		2015	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	Authority	78.2	13.4	75.8	8.4	75.8	3.1	79.3	10.4	83.9	12.2	85	13.5
	Province	83.0	18.5	82.7	17.8	82.5	16.3	81.9	17.6	82.8	19.5		
French Language Arts 6	Authority	100.0	16.7	92.3	15.4	78.6	7.1	100.0	12.5	93.8	25.0	100	13.5
	Province	89.4	17.1	89.3	17.2	88.6	16.3	88.0	15.6	87.5	13.6		
Français 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	-	-
	Province	92.2	17.6	91.0	21.9	94.0	21.6	90.6	17.1	89.0	15.0		
Mathematics 6	Authority	62.2	14.3	59.1	7.0	56.1	4.0	63.2	6.2	65.9	6.8	70.4	6.6
	Province	73.7	17.8	74.7	16.6	73.0	16.4	73.5	15.4	73.3	14.1		
Science 6	Authority	72.3	14.3	69.0	20.2	65.9	9.9	69.4	14.5	77.1	16.6	70.5	19.7
	Province	76.2	25.0	77.8	28.2	77.5	25.9	75.9	24.9	76.4	25.3		
Social Studies 6	Authority	55.5	6.7	60.5	14.0	61.0	5.4	61.7	9.3	64.9	11.2	64	10
	Province	71.1	18.5	73.2	19.5	72.7	19.0	70.4	16.6	69.8	18.1		
English Language Arts 9	Authority	68.3	7.7	63.4	8.5	74.2	7.7	71.1	5.8	70.2	5.6	75	6.6
	Province	79.1	16.3	77.4	16.4	76.7	14.8	76.3	15.1	75.6	14.4		
English Lang Arts 9 KAE	Authority	n/a	n/a	23.5	0.0	53.3	0.0	51.9	3.7	70.0	0.0	66	5
	Province	67.2	7.9	61.4	5.8	62.4	4.3	62.9	3.5	62.8	4.6		
French Language Arts 9	Authority	93.3	6.7	85.7	21.4	87.5	6.3	87.5	6.3	81.8	0.0	89	7.2
	Province	88.8	15.0	87.5	12.2	87.2	13.9	86.5	11.1	85.9	10.1		
Français 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	-	-
	Province	90.2	15.8	84.6	16.1	84.0	14.5	86.1	17.8	88.5	20.2		
Mathematics 9	Authority	55.8	11.6	46.0	6.2	66.7	14.3	68.9	15.8	56.2	12.4	71.1	19
	Province	66.1	17.3	66.5	17.8	66.9	18.3	67.1	17.3	65.3	18.0		
Mathematics 9 KAE	Authority	*	*	31.6	10.5	43.8	0.0	33.3	0.0	57.1	21.4	55	10
	Province	64.9	14.9	62.4	15.4	65.9	14.7	63.4	14.5	60.7	14.4		
Science 9	Authority	75.0	22.8	57.5	9.0	70.8	12.9	76.3	17.9	65.4	13.1	80	20
	Province	74.9	20.8	74.2	22.4	73.0	20.0	73.2	22.1	74.1	22.9		
Science 9 KAE	Authority	*	*	33.3	0.0	64.3	0.0	40.7	7.4	54.5	0.0	50	10
	Province	69.5	15.3	67.9	17.3	68.4	17.1	64.1	14.9	64.4	15.2		
Social Studies 9	Authority	61.0	14.2	50.2	9.9	60.3	13.4	63.7	9.5	49.5	8.0	66	10
	Province	67.2	19.0	68.9	19.1	65.6	18.8	65.5	19.9	65.1	19.8		
Social Studies 9 KAE	Authority	*	*	35.3	0.0	40.0	0.0	44.4	11.1	58.3	0.0	55	13
	Province	61.9	13.6	63.5	13.9	64.6	13.0	61.8	10.7	57.2	11.2		

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

"A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

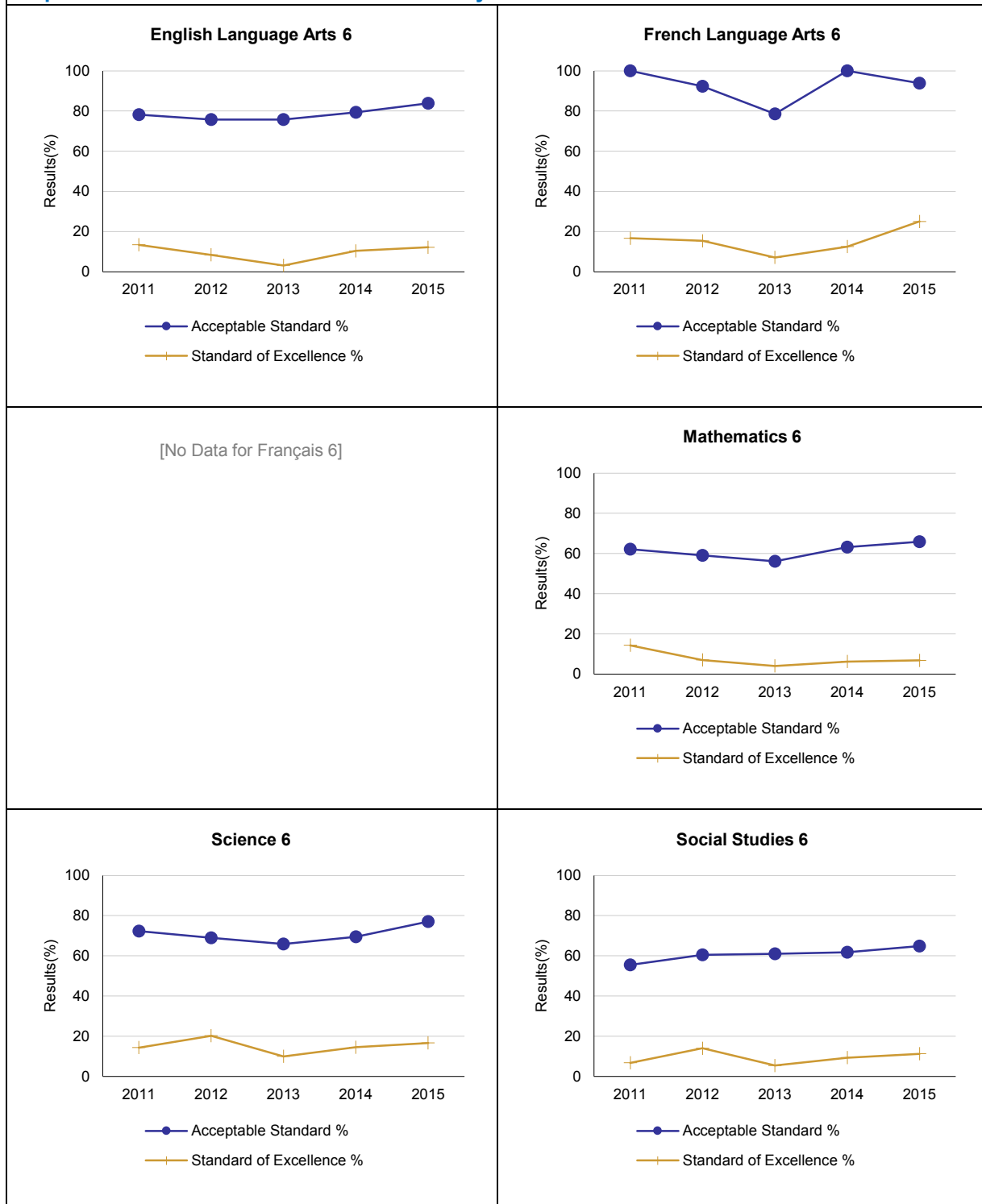
Graph of Overall Provincial Achievement Test Results



Note: Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods



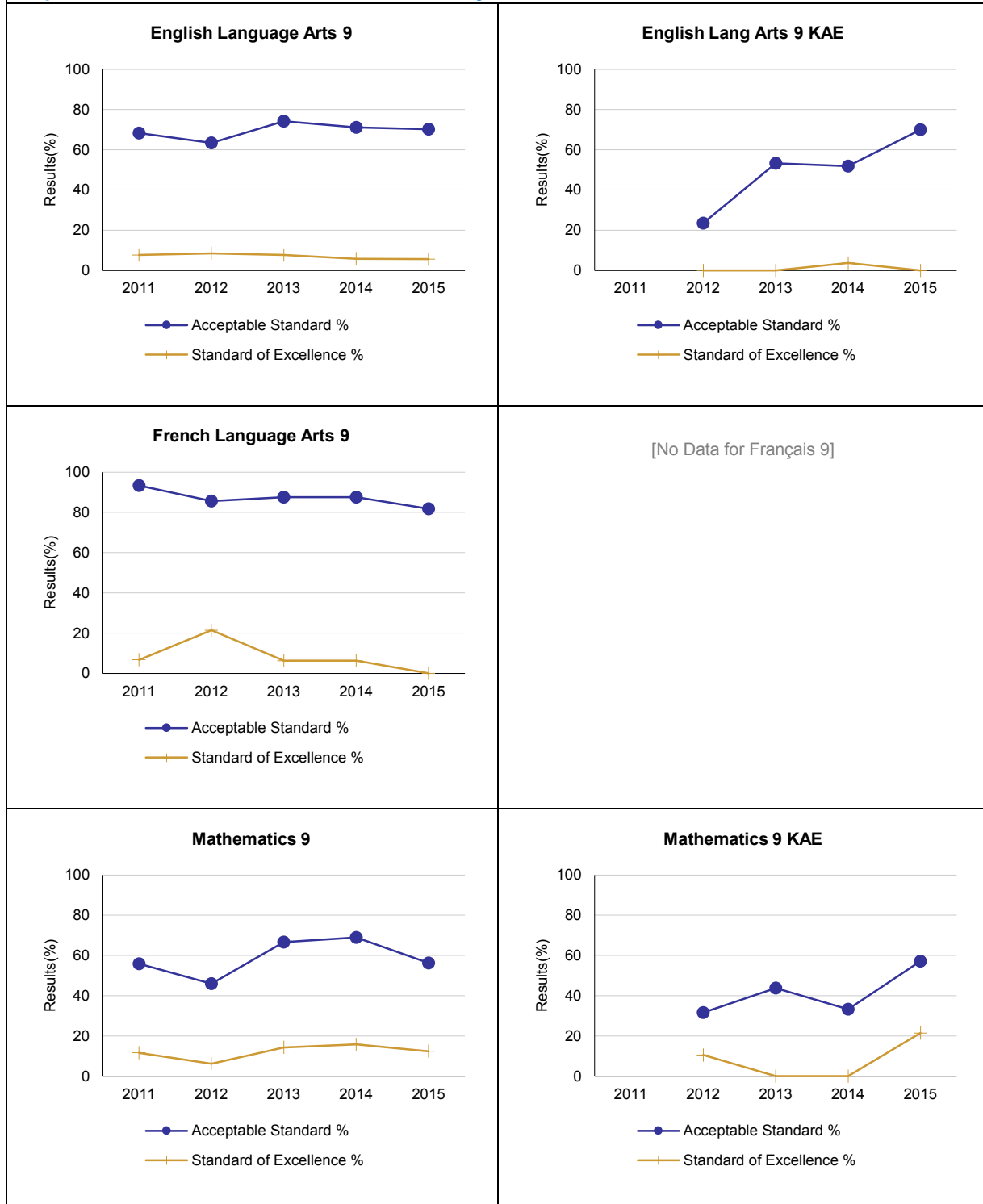
Graph of Provincial Achievement Test Results by Course



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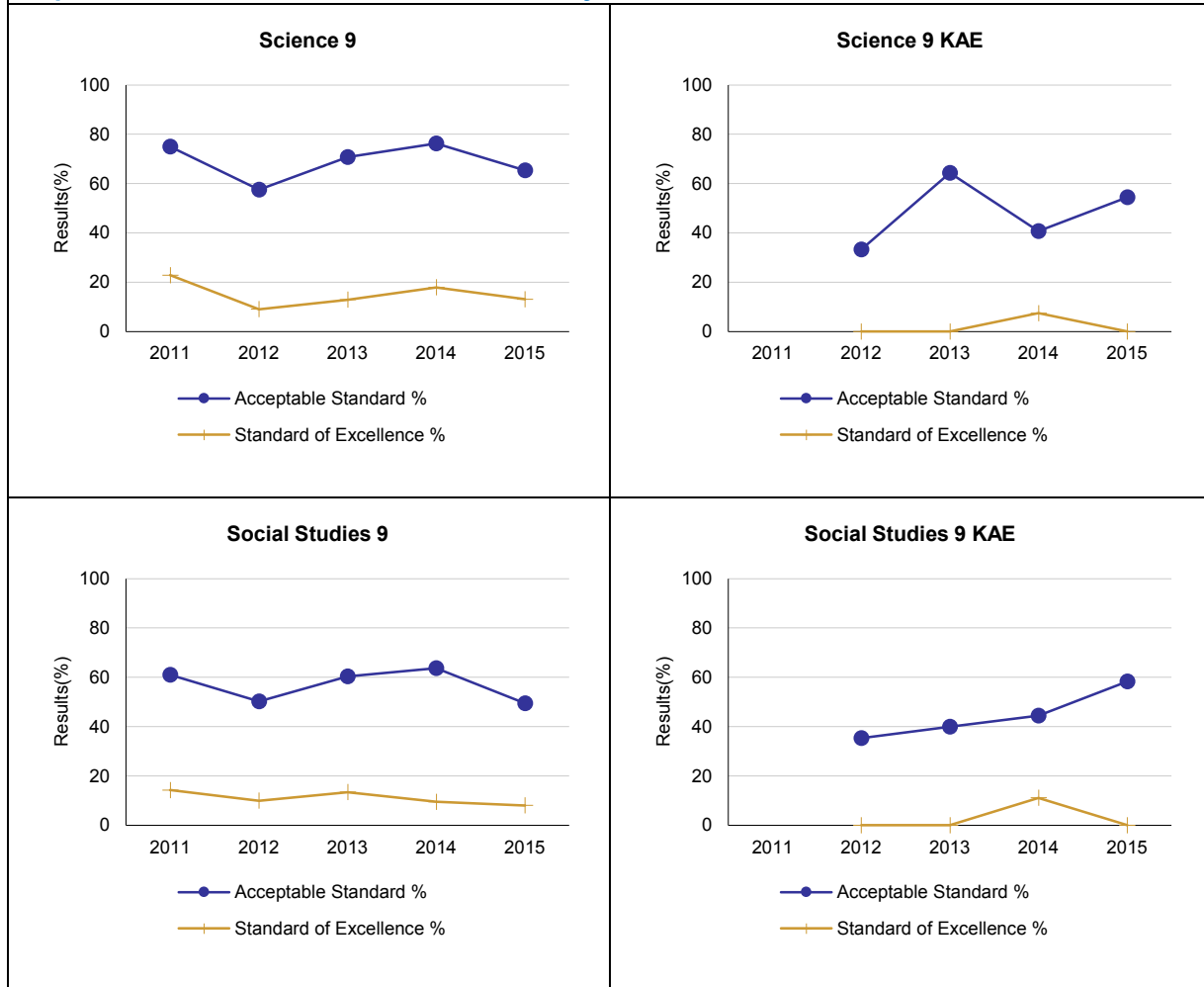
Graph of Provincial Achievement Test Results by Course



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Graph of Provincial Achievement Test Results by Course



Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.



PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Course	Measure	High Prairie School Div No. 48							Alberta			
		Achievement	Improvement	Overall	2015		Prev 3 Yr Avg		2015		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	Intermediate	Improved	Good	205	83.9	210	77.0	47,446	82.8	44,338	82.4
	Standard of Excellence	Intermediate	Improved	Good	205	12.2	210	7.3	47,446	19.5	44,338	17.2
French Language Arts 6	Acceptable Standard	High	Maintained	Good	16	93.8	12	90.3	2,972	87.5	2,648	88.6
	Standard of Excellence	Very High	Maintained	Excellent	16	25.0	12	11.7	2,972	13.6	2,648	16.4
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	472	89.0	497	91.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	472	15.0	497	20.2
Mathematics 6	Acceptable Standard	Low	Improved	Acceptable	205	65.9	210	59.4	47,377	73.3	44,292	73.8
	Standard of Excellence	Very Low	Maintained	Concern	205	6.8	210	5.7	47,377	14.1	44,292	16.2
Science 6	Acceptable Standard	Low	Improved Significantly	Good	205	77.1	210	68.1	47,379	76.4	44,273	77.1
	Standard of Excellence	Low	Maintained	Issue	205	16.6	210	14.9	47,379	25.3	44,273	26.3
Social Studies 6	Acceptable Standard	Low	Maintained	Issue	205	64.9	210	61.0	47,385	69.8	44,226	72.1
	Standard of Excellence	Low	Maintained	Issue	205	11.2	210	9.6	47,385	18.1	44,226	18.4
English Language Arts 9	Acceptable Standard	Low	Maintained	Issue	215	70.2	212	69.6	43,532	75.6	38,021	76.8
	Standard of Excellence	Very Low	Maintained	Concern	215	5.6	212	7.3	43,532	14.4	38,021	15.4
English Lang Arts 9 KAE	Acceptable Standard	Intermediate	Improved	Good	10	70.0	20	42.9	1,553	62.8	1,543	62.3
	Standard of Excellence	Low	Maintained	Issue	10	0.0	20	1.2	1,553	4.6	1,543	4.6
French Language Arts 9	Acceptable Standard	Intermediate	Maintained	Acceptable	11	81.8	15	86.9	2,601	85.9	2,496	87.1
	Standard of Excellence	Very Low	Declined	Concern	11	0.0	15	11.3	2,601	10.1	2,496	12.4
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	391	88.5	345	84.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	391	20.2	345	16.2
Mathematics 9	Acceptable Standard	Low	Maintained	Issue	201	56.2	211	60.5	43,190	65.3	37,734	66.8
	Standard of Excellence	Low	Maintained	Issue	201	12.4	211	12.1	43,190	18.0	37,734	17.8
Mathematics 9 KAE	Acceptable Standard	Intermediate	Improved	Good	14	57.1	21	36.2	1,966	60.7	1,858	63.9
	Standard of Excellence	High	Improved	Good	14	21.4	21	3.5	1,966	14.4	1,858	14.8
Science 9	Acceptable Standard	Intermediate	Maintained	Acceptable	214	65.4	212	68.2	43,653	74.1	38,253	73.4
	Standard of Excellence	High	Maintained	Good	214	13.1	212	13.2	43,653	22.9	38,253	21.5
Science 9 KAE	Acceptable Standard	Low	Maintained	Issue	11	54.5	20	46.1	1,527	64.4	1,503	66.8
	Standard of Excellence	Low	Maintained	Issue	11	0.0	20	2.5	1,527	15.2	1,503	16.4
Social Studies 9	Acceptable Standard	Very Low	Declined	Concern	212	49.5	212	58.1	43,451	65.1	38,360	66.7
	Standard of Excellence	Very Low	Declined	Concern	212	8.0	212	10.9	43,451	19.8	38,360	19.3
Social Studies 9 KAE	Acceptable Standard	Intermediate	Improved	Good	12	58.3	20	39.9	1,469	57.2	1,489	63.3
	Standard of Excellence	Low	Maintained	Issue	12	0.0	20	3.7	1,469	11.2	1,489	12.5

Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.

Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Measure Evaluation Reference - Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which remain consistent over time. The Standards are calculated by taking the 3 year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th, and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Language Arts 6	Acceptable Standard	0.00 - 67.95	67.95 - 78.40	78.40 - 86.09	86.09 - 91.37	91.37 - 100.00
	Standard of Excellence	0.00 - 6.83	6.83 - 11.65	11.65 - 17.36	17.36 - 22.46	22.46 - 100.00
French Language Arts 6	Acceptable Standard	0.00 - 41.69	41.69 - 73.54	73.54 - 92.32	92.32 - 97.93	97.93 - 100.00
	Standard of Excellence	0.00 - 2.72	2.72 - 8.13	8.13 - 15.29	15.29 - 23.86	23.86 - 100.00
Mathematics 6	Acceptable Standard	0.00 - 63.91	63.91 - 70.73	70.73 - 79.61	79.61 - 88.67	88.67 - 100.00
	Standard of Excellence	0.00 - 8.53	8.53 - 11.31	11.31 - 18.13	18.13 - 25.17	25.17 - 100.00
Science 6	Acceptable Standard	0.00 - 60.36	60.36 - 78.51	78.51 - 86.46	86.46 - 90.64	90.64 - 100.00
	Standard of Excellence	0.00 - 11.74	11.74 - 17.42	17.42 - 25.34	25.34 - 34.31	34.31 - 100.00
Social Studies 6	Acceptable Standard	0.00 - 58.97	58.97 - 68.15	68.15 - 76.62	76.62 - 83.55	83.55 - 100.00
	Standard of Excellence	0.00 - 7.30	7.30 - 12.45	12.45 - 19.08	19.08 - 30.09	30.09 - 100.00
English Language Arts 9	Acceptable Standard	0.00 - 63.55	63.55 - 75.66	75.66 - 83.70	83.70 - 90.27	90.27 - 100.00
	Standard of Excellence	0.00 - 5.96	5.96 - 9.43	9.43 - 14.72	14.72 - 20.46	20.46 - 100.00
English Lang Arts 9 KAE	Acceptable Standard	0.00 - 29.97	29.97 - 53.86	53.86 - 76.19	76.19 - 91.85	91.85 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 0.30	0.30 - 10.00	10.00 - 20.31	20.31 - 100.00
French Language Arts 9	Acceptable Standard	0.00 - 67.59	67.59 - 81.33	81.33 - 92.06	92.06 - 97.26	97.26 - 100.00
	Standard of Excellence	0.00 - 1.67	1.67 - 6.81	6.81 - 17.11	17.11 - 28.68	28.68 - 100.00
Mathematics 9	Acceptable Standard	0.00 - 52.42	52.42 - 60.73	60.73 - 73.88	73.88 - 78.00	78.00 - 100.00
	Standard of Excellence	0.00 - 8.18	8.18 - 12.49	12.49 - 18.10	18.10 - 24.07	24.07 - 100.00
Mathematics 9 KAE	Acceptable Standard	0.00 - 28.14	28.14 - 53.85	53.85 - 75.83	75.83 - 94.44	94.44 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 6.07	6.07 - 20.43	20.43 - 31.67	31.67 - 100.00
Science 9	Acceptable Standard	0.00 - 50.57	50.57 - 60.14	60.14 - 72.50	72.50 - 76.89	76.89 - 100.00
	Standard of Excellence	0.00 - 3.39	3.39 - 6.71	6.71 - 11.81	11.81 - 15.85	15.85 - 100.00
Science 9 KAE	Acceptable Standard	0.00 - 38.75	38.75 - 59.30	59.30 - 78.33	78.33 - 87.58	87.58 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 7.47	7.47 - 21.41	21.41 - 40.82	40.82 - 100.00
Social Studies 9	Acceptable Standard	0.00 - 56.26	56.26 - 62.27	62.27 - 74.04	74.04 - 79.85	79.85 - 100.00
	Standard of Excellence	0.00 - 10.03	10.03 - 12.78	12.78 - 19.76	19.76 - 24.03	24.03 - 100.00
Social Studies 9 KAE	Acceptable Standard	0.00 - 38.79	38.79 - 53.82	53.82 - 72.42	72.42 - 84.88	84.88 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.71	5.71 - 17.19	17.19 - 36.26	36.26 - 100.00

Notes:

The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.

Please note that participation in Grade 9 Provincial Achievement Tests was substantially impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

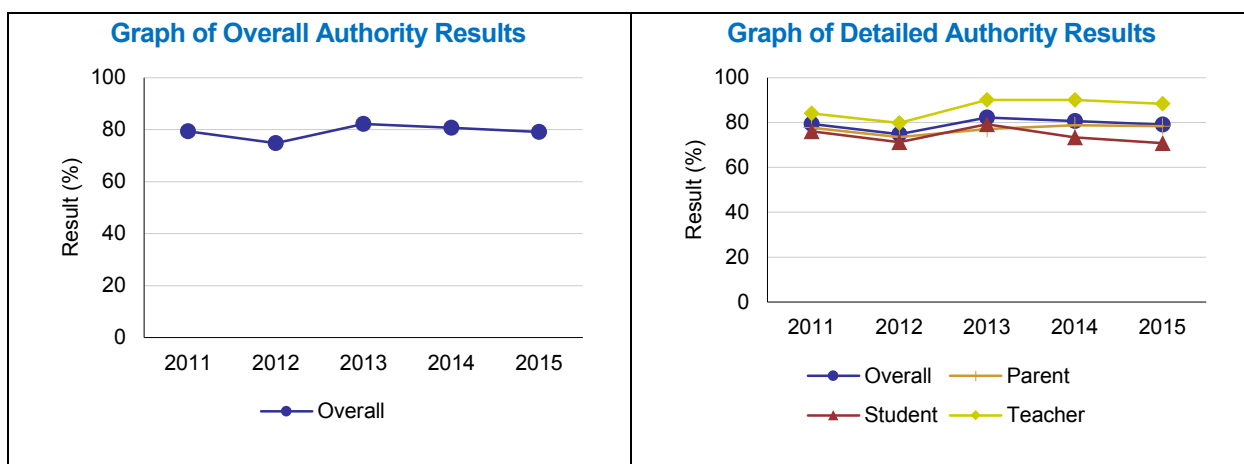
	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern



Program of Studies – Measure Details

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.

	Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	79.3	74.8	82.2	80.7	79.1	80.9	80.7	81.5	81.3	81.3
Teacher	84.0	79.8	90.1	90.1	88.3	87.6	87.3	87.9	87.5	87.2
Parent	77.7	73.5	77.1	78.8	78.3	78.3	78.1	78.9	79.9	79.9
Student	76.1	71.2	79.2	73.3	70.8	76.9	76.9	77.8	76.6	76.9

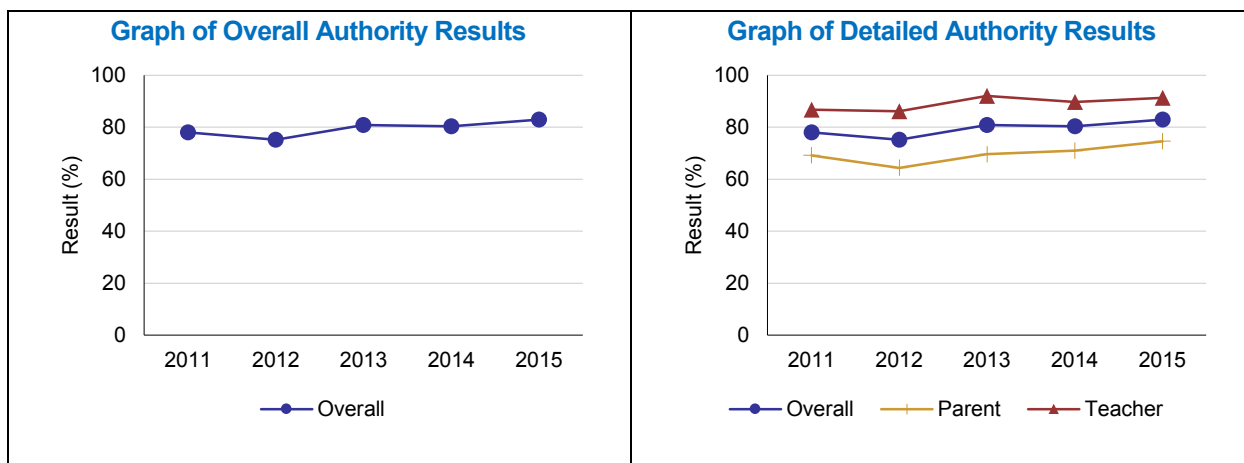


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*). Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Parental Involvement – Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	78.0	75.2	80.8	80.4	82.9	79.9	79.7	80.3	80.6	80.7
Teacher	86.8	86.1	92.0	89.7	91.3	88.1	88.0	88.5	88.0	88.1
Parent	69.2	64.4	69.6	71.0	74.6	71.7	71.4	72.2	73.1	73.4

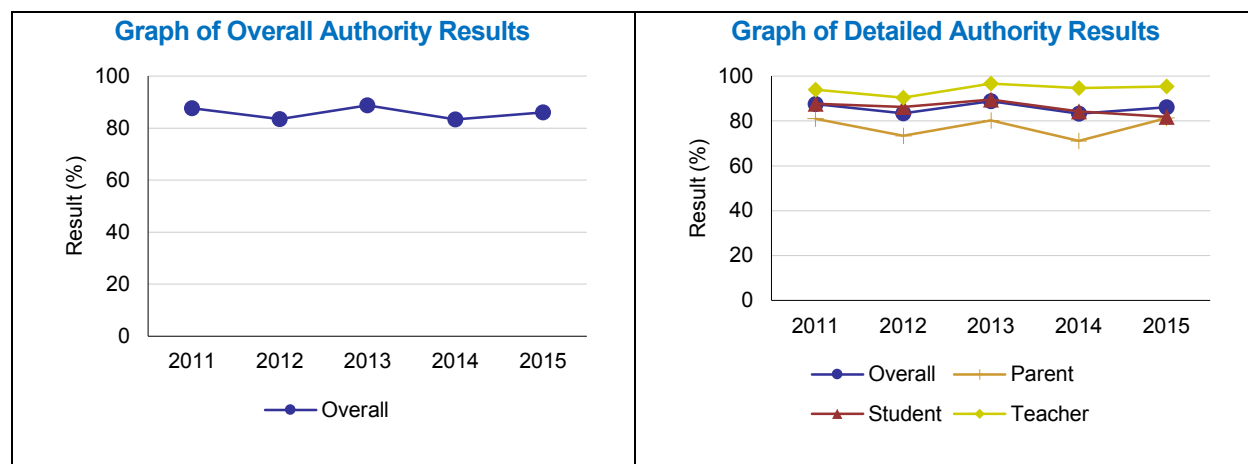


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	87.6	83.4	88.8	83.3	86.1	89.4	89.4	89.8	89.2	89.5
Teacher	94.0	90.4	96.7	94.6	95.4	95.5	95.4	95.7	95.5	95.9
Parent	81.0	73.4	80.2	71.1	81.3	84.2	84.2	84.9	84.7	85.4
Student	87.7	86.3	89.5	84.2	81.8	88.5	88.6	88.7	87.3	87.4

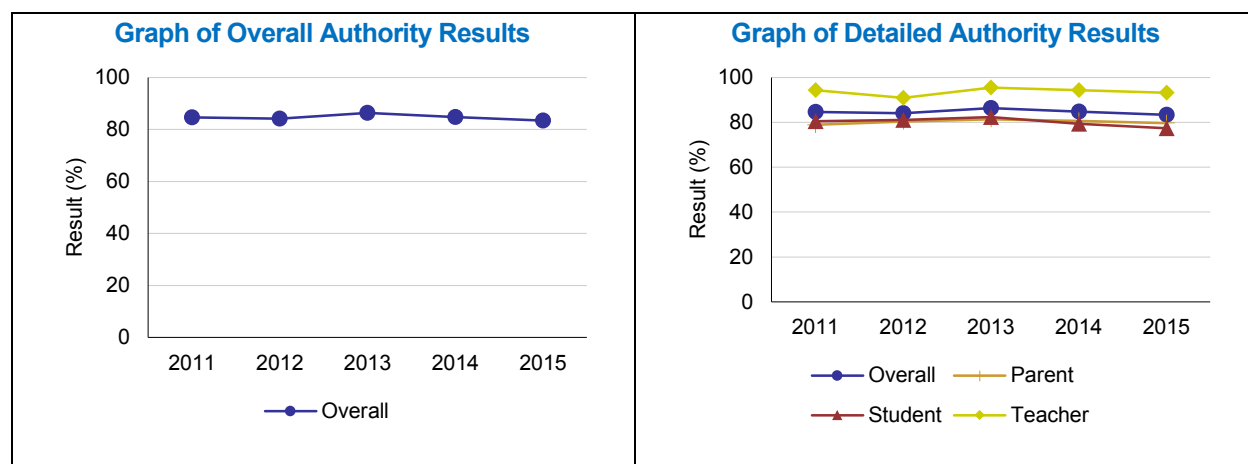


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*). Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

Safe and Caring – Measure Details

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

	Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	84.6	84.1	86.4	84.8	83.4	88.1	88.6	89.0	89.1	89.2
Teacher	94.3	90.9	95.5	94.3	93.2	94.5	94.8	95.0	95.3	95.4
Parent	78.9	80.4	81.4	80.7	79.7	86.6	87.4	87.8	88.9	89.3
Student	80.5	81.0	82.4	79.4	77.3	83.3	83.7	84.2	83.1	83.0



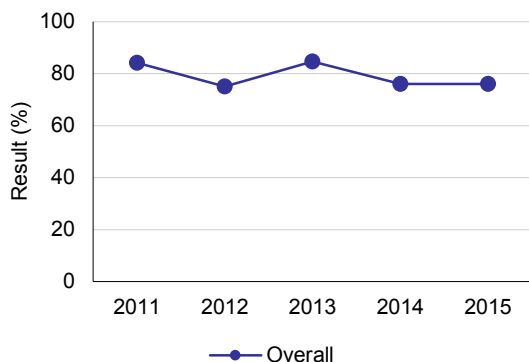
Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*). Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.

School Improvement – Measure Details

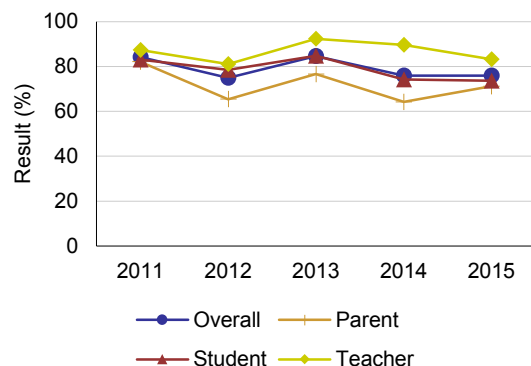
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

	Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Overall	84.2	75.0	84.6	76.0	76.0	80.1	80.0	80.6	79.8	79.6
Teacher	87.4	81.0	92.4	89.6	83.2	80.1	81.1	80.9	81.3	79.8
Parent	82.1	65.4	76.6	64.2	71.2	77.3	76.2	77.9	77.0	78.5
Student	83.1	78.5	84.8	74.2	73.7	82.9	82.7	82.9	81.2	80.7

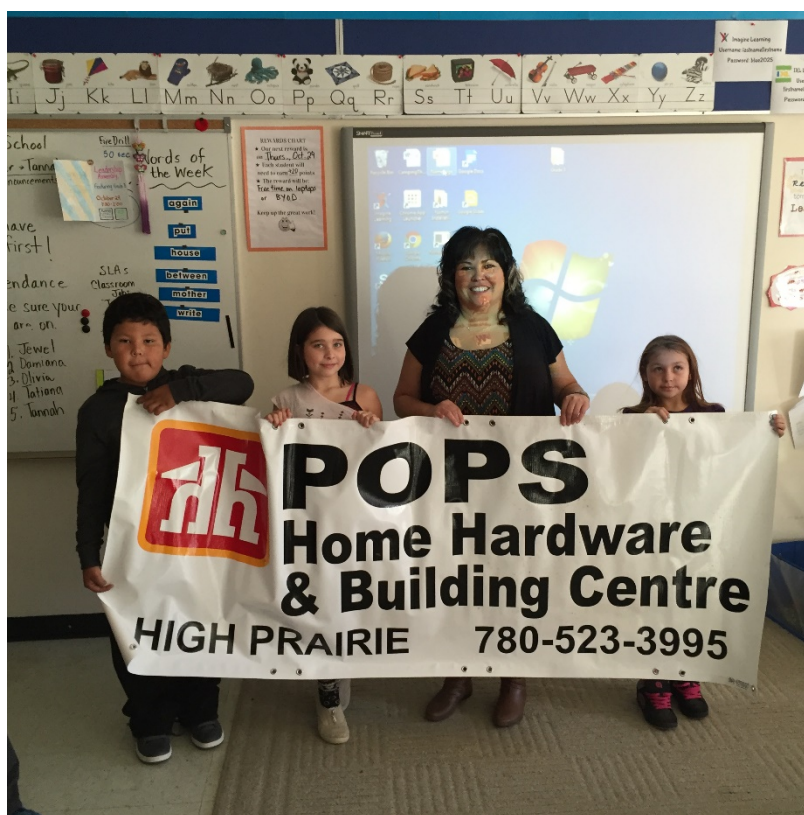
Graph of Overall Authority Results



Graph of Detailed Authority Results



Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*). Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.



APPENDIX II – Average Class Size

AVERAGE CLASS SIZE

School	K to 3			4 to 6			7 to 9			10 to 12		
	2013/14	2014/15	2015/16	2013/14	2014/15	2015/16	2013/14	2014/15	2015/16	2013/14	2014/15	2015/16
C.J. Schurter	19.8	19.1	21.2									
E.G. Wahlstrom				23.6	23.9	23.2						
E.W. Pratt										14.0	14.4	18.1
G. P. Vanier							18.7	17.9	18.7	15.7	14.4	11.5
High Prairie Elementary	22.1	21.9	20.4	22.1	20.5	19.9						
Joussard	15.6	15.0	17.1	13.0	13.5	13.3						
Kinuso	18.0	15.4	15.8	18.4	22.1	24.0	22.6	18.7	20.8	11.2	7.4	16.2
Prairie River Junior High							20.0	23.0	21.8			
Roland Michener Secondary							20.7	25.8	24.1	23.1	21.2	22.0
Routhier	14.0	12.4	12.1	8.3	13.8	13.1						
Total for Jurisdiction	18.3	17.4	18.2	18.1	19.3	19.2	20.2	22.3	21.7	16.3	14.9	17.2