High Prairie School Division

Annual Education Results Report
2021-22

About Us
High Prairie School Division, located in north-central Alberta, provides comprehensive educational programs and services to approximately 3,000 students, kindergarten through to Grade 12. Its educational enterprise is carried out in 12 schools located in the communities of Falher, Donnelly, High Prairie, Joussard, Kinuso, and Slave Lake. Approximately 550 full and part-time employees, including educational assistants, secretaries, librarians, janitors, maintenance personnel, bus drivers, mechanics, education specialists, and Learning Support Centre administrators and personnel directly supplement the endeavours 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.

Vision Statement
We inspire, lead, and achieve to the highest level.

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

Core Values
- 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.

MESSAGE FROM THE BOARD OF TRUSTEES

The Board of Trustees of High Prairie School Division is responsible for ensuring that quality educational programs are provided for all students in our school system. It is our pleasure to present the 2021-22 Annual Education Results Report.

We continue to use community engagement sessions, APORI survey data, community engagement sessions, student 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 data from these information-gathering strategies are then used to develop our Annual Education Results Report.

At our strategic planning session, the High Prairie School Division Board of Trustees identified priorities and the goals through which they would be accomplished.

On behalf of The High Prairie School Division, we would like to extend our sincere appreciation to the students, staff, parents, and community members for working together in a cooperative manner.

MESSAGE FROM THE SUPERINTENDENT

Welcome to the High Prairie School Division Annual Education Results Report for the 2021-22 school year. Our "report card" to the public reflects the many successes we have enjoyed during the 2021-22 school year. Those successes are reflected in our values, in our programs, in our schools, and in the daily decisions throughout our jurisdiction. We are proud of the dedication from 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 from 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 2021-22 school year commencing August 30, 2021 for High Prairie School Division was prepared under the direction of the Board in accordance with its responsibilities under the *Education Act* and the *Fiscal Planning and Transparency 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 AERR and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved the Annual Education Results Report for the 2021-22 school year on November 15, 2022.

Joy McGregor, Chair   Laura Poloz, Superintendent

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Fall 2022 Required Alberta Education Assurance Measures - Overall Summary

Assurance Domain	Measure	High Prairie School Division			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 Growth and Achievement	Student Learning Engagement	85.3	83.1	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	77.8	80.3	75.8	81.4	83.2	83.1	High	Improved	Good
	3-year High School Completion	61.3	60.8	61.7	83.2	83.4	81.1	Very Low	Maintained	Concern
	5-year High School Completion	70.8	73.0	71.9	87.1	86.2	85.6	Very Low	Maintained	Concern
	PAT: Acceptable	50.8	n/a	61.6	67.3	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	7.0	n/a	8.9	18.0	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	58.8	n/a	69.5	75.2	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	6.2	n/a	5.6	18.2	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	87.8	86.7	86.2	89.0	89.6	90.3	High	Improved	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	83.3	84.7	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	83.2	83.2	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	75.8	77.6	80.6	78.8	79.5	81.5	Intermediate	Declined	Issue

Fall 2022 Required Alberta Education Assurance Measures - Overall First Nation, Métis, and Inuit Summary

Assurance Domain	Measure	High Prairie School Division (FNMI)			Alberta (FNMI)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	42.9	39.1	40.6	59.5	62.0	58.4	Very Low	Maintained	Concern
	5-year High School Completion	54.3	52.1	54.1	68.0	68.1	65.8	Very Low	Maintained	Concern
	PAT: Acceptable	33.9	n/a	49.7	46.4	n/a	54.0	n/a	n/a	n/a
	PAT: Excellence	2.9	n/a	4.5	6.4	n/a	7.4	n/a	n/a	n/a
	Diploma: Acceptable	55.1	n/a	67.7	68.7	n/a	77.2	n/a	n/a	n/a
	Diploma: Excellence	3.1	n/a	3.8	8.5	n/a	11.4	n/a	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Fall 2022 Required Alberta Education Assurance Measures - Overall English as a Second Language

Assurance Domain	Measure	High Prairie School Division (ESL)			Alberta (ESL)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	*	50.0	50.0	78.5	78.7	76.0	*	*	*
	5-year High School Completion	*	*	n/a	86.1	86.9	85.9	*	n/a	n/a
	PAT: Acceptable	66.7	n/a	62.5	65.8	n/a	70.2	n/a	n/a	n/a
	PAT: Excellence	12.5	n/a	8.3	15.2	n/a	16.4	n/a	n/a	n/a
	Diploma: Acceptable	*	n/a	54.5	59.0	n/a	72.5	n/a	n/a	n/a
	Diploma: Excellence	*	n/a	0.0	10.8	n/a	15.3	n/a	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the 2019/20 and 2020/21 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.
3. The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.
4. 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 (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020 and 2021. Caution should be used when interpreting trends over time.
6. 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, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

DOMAIN 1: STUDENT GROWTH AND ACHIEVEMENT

High School Completion Rate

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.																										
	Authority										Measure Evaluation			Province												
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021			
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%		
3 Year Completion	248	63.0	260	64.4	252	60.1	246	60.8	263	61.3	Very Low	Maintained	Concern	44,982	78.7	44,978	79.7	45,354	80.3	46,245	83.4	47,675	83.2		
4 Year Completion	284	68.5	249	69.3	261	70.8	250	69.1	246	66.4	Very Low	Maintained	Concern	44,841	83.0	44,994	83.3	44,980	84.0	45,351	85.0	46,242	87.1		
5 Year Completion	249	73.9	283	71.5	249	71.1	265	73.0	250	70.8	Very Low	Maintained	Concern	43,736	83.8	44,842	85.2	44,988	85.3	44,972	86.2	45,344	87.1		

First Nation, Métis, and Inuit High School Completion Rate

	High Prairie School Division (FNMI)										Measure Evaluation			Alberta (FNMI)									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
3 Year Completion	108	42.6	103	41.5	109	41.1	107	39.1	116	42.9	Very Low	Maintained	Concern	3,599	53.8	3,632	57.1	3,750	55.9	3,814	62.0	3,972	59.5
4 Year Completion	95	49.5	106	50.4	105	50.5	113	52.4	104	46.8	Very Low	Maintained	Concern	3,318	60.1	3,453	60.8	3,524	64.2	3,670	63.6	3,729	68.6
5 Year Completion	86	65.9	91	58.4	105	51.8	108	52.1	111	54.3	Very Low	Maintained	Concern	3,199	60.6	3,266	64.5	3,407	65.0	3,469	68.1	3,593	68.0

Comments on Results

We have seen improvement in our 3 year completion rate for both data sets as well as an increase with our Indigenous learners with their 5 year completion rate. The other results in this category remained relatively similar to previous years with a slight downward trend. While our maintained results are still a concern, we are committed to addressing this measure and have it as part of our Education Plan to see an increase of 10% divisionally.

It is notable that these results were from the 2020-21 school year, which was addressing the global pandemic. For many students, online learning, and the return to online learning in the 2021-22 school year, was a deterrent. We were pleased to see an increase of over 13% in the 3 year completion rate for students at Roland Michener Secondary School. We will be monitoring this result in the upcoming years and working closely with our educators and Career Coaches to continue implementing strategies to move this measure forward.

Citizenship

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.																						
	Authority										Measure Evaluation			Province								
	2018		2019		2020		2021		2022					2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	1,178	77.4	944	73.2	1,084	78.3	876	80.3	993	77.8	High	Improved	Good	253,727	83.0	265,614	82.9	264,413	83.3	230,843	83.2	249,770	81.4
Parent	251	73.1	157	69.1	177	73.0	89	71.0	95	73.6	High	Maintained	Good	35,482	81.7	35,247	81.9	36,891	82.4	30,905	81.4	31,689	80.4
Student	741	71.5	620	64.4	714	72.0	605	76.3	721	69.6	High	Maintained	Good	185,623	73.9	197,090	73.5	193,577	73.8	169,741	74.1	187,120	72.1
Teacher	186	87.6	167	86.0	193	90.0	182	93.4	177	90.3	Intermediate	Maintained	Acceptable	32,622	93.4	33,277	93.2	33,945	93.6	30,197	94.1	30,961	91.7

Comments on Results

Our results in this area have remained high over the past 5 years as we continue to close the gap between the provincial average and our division overall result. Reviewing data from our school responses, specifically parental responses, we noted two key factors that impacted our results. Parent responses to the questions "*Your child is encouraged at school to be involved in activities that help the community*" and "*Your child is encouraged at school to try their best*" realized a higher rate of agreement than previous years. Specifically, our grade 10-12 parents responded 22% more positively to the question about involvement in the community than in the previous year. These responses to both questions were also noted in our HPSD assurance survey for all parents.

Student Learning Engagement

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.																						
	Authority										Measure Evaluation			Province								
	2018		2019		2020		2021		2022					2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	877	83.1	993	85.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,956	85.6	249,740	85.1
Parent	n/a	n/a	n/a	n/a	n/a	n/a	90	79.2	96	90.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,994	89.0	31,694	88.7
Student	n/a	n/a	n/a	n/a	n/a	n/a	605	74.1	720	71.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,789	71.8	187,102	71.3
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	182	96.1	177	94.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,173	96.0	30,944	95.5

Comments on Results

These results were near or above the provincial average in most areas with significant improvement in this measure with respect to parental responses. Parents were clear that they feel students are learning literacy and numeracy skills that are useful. These results were again echoed in the HPSD assurance survey for all parents.

Drop Out Rate

Drop Out Rate - annual dropout rate of students aged 14 to 18																									
	Authority										Measure Evaluation			Province											
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021			
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%		
Drop Out Rate	1,058	5.5	977	6.2	1,015	6.3	1,050	5.5	1,001	8.3	Low	Declined Significantly	Concern	182,062	2.3	182,832	2.6	184,812	2.7	186,228	2.6	189,713	2.3		
Returning Rate	58	25.0	67	25.0	66	13.5	69	15.8	62	19.0	n/a	n/a	n/a	7,626	19.9	6,800	22.7	6,750	18.2	6,720	18.1	6,408	17.3		

Comments on Results

Our drop out rate, which remained fairly consistent over the past 5 years, saw a decline in the 2020-21 school year with it improving slightly to narrow the gap between it and the provincial average. We noticed an increase of approximately 30 students drop out as compared to the previous year. This number was evenly spread out amongst our high schools with the exception being Kinuso School. Kinuso School did not realize a change in their drop out rate in the 2020-21 school year.

The results in this category are consistent with our Grade 12 Exit Survey. In the 2020-21 school year, 35 students reported that they were either entering the workforce or responded "other" in the survey (indicating they were not pursuing an apprenticeship or post-secondary education). Lastly, we noted an enrollment decrease in the number of students that would be covered in this category. In the 2020-21 school year, there were over 60 fewer students enrolled in grades 9-12. After reviewing the enrollment data for students in this range, 58 were reported as leaving for an unknown transfer. These students may have enrolled in a new school authority at a later date or have been part of a large number of Alberta students who left the education system during the pandemic.

Program of Studies

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										Measure Evaluation			Province							
	2018		2019		2020		2021		2022					2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	858	84.1	647	78.5	825	82.1	594	80.5	694	82.4	Very High	Improved	Excellent	175,907	81.8	181,846	82.2	184,393	82.4	157,680	81.9	172,339	82.9
Parent	252	83.6	157	77.0	177	77.8	90	78.6	95	81.5	Very High	Maintained	Excellent	35,489	79.9	35,252	80.1	36,901	80.1	30,817	81.7	31,625	82.4
Student	420	80.2	323	71.1	455	80.0	322	76.2	422	77.8	Very High	Maintained	Excellent	107,780	77.2	113,304	77.4	113,541	77.8	96,676	74.9	109,776	76.9
Teacher	186	88.6	167	87.3	193	88.6	182	86.8	177	87.9	High	Maintained	Good	32,638	88.4	33,290	89.1	33,951	89.3	30,187	89.2	30,938	89.3

Comments on Results

Our results in this area were comparable to previous years, and again near the provincial average. We noted that there was a marked increase in satisfaction for parents of Grade 4-6 students. Overall, parents responded more positively to the questions on opportunities for drama, music, and variety of subjects. Students also identified more opportunities to learn about drama in their responses.

We were again pleased to note the high level of satisfaction on programming surrounding opportunities to learn about computers as our Division implemented a 1:1 technology ratio for students. This was especially noted by our Grade 10-12 students with an additional 16% responding positively to the question on opportunities to learn about technology.

Rutherford Eligibility Rate

Percentage of Grade 12 students eligible for a Rutherford Scholarship.																								
	Authority										Measure Evaluation			Province										
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Rutherford Scholarship Eligibility Rate	306	51.6	355	50.1	368	48.9	307	45.9	305	48.5	Low	Maintained	Issue	60,127	63.4	60,559	64.8	58,970	66.6	59,357	68.0	58,631	70.2

Comments on Results

The percentage of students eligible for the Rutherford Scholarship has increased from the last school year, which is a priority in our Division's Education Plan, Quality Learning, Success for Every Student with a goal of 55% of eligible students receiving Rutherford Scholarships. We were very pleased to exceed this goal at two of our secondary schools, with Georges P. Vanier School increasing their measure by 18% (an increase of 11 students).

Safe and Caring

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										Measure Evaluation			Province										
	2018		2019		2020		2021		2022					2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	1,178	86.8	944	84.1	1,083	86.5	877	87.3	994	87.4	High	Improved	Good	253,494	89.0	265,382	89.0	264,204	89.4	230,987	90.0	249,835	88.8
Parent	252	85.1	157	82.1	177	83.6	90	81.6	96	86.8	High	Maintained	Good	35,486	89.4	35,247	89.7	36,899	90.2	30,969	90.5	31,707	89.5
Student	740	81.4	620	77.3	713	80.7	605	83.5	721	79.6	High	Maintained	Good	185,384	82.5	196,856	82.3	193,364	82.6	169,813	84.0	187,165	82.5
Teacher	186	93.9	167	92.9	193	95.1	182	96.7	177	95.7	High	Maintained	Good	32,624	95.0	33,279	95.1	33,941	95.3	30,205	95.4	30,963	94.3

Comments on Results

We were extremely pleased to continue to realize a high number of stakeholders agreeing that our schools are safe learning environments, that students are learning the importance of caring for others and respecting others, that students are treated fairly in schools, and that teachers care about students. This data is additionally supported by our student survey data from the 2021-22 school year and the HPSD assurance survey of all parents.

School Improvement

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										Measure Evaluation			Province								
	2018		2019		2020		2021		2022					2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	1,166	79.3	934	77.4	1,083	81.1	850	76.7	974	71.1	Intermediate	Declined Significantly	Issue	251,246	80.3	263,364	81.0	262,079	81.5	224,041	81.4	243,980	74.2
Parent	240	78.8	150	73.3	176	76.7	79	68.4	92	56.5	Very Low	Declined Significantly	Concern	34,237	79.3	34,159	80.3	35,896	80.0	28,016	81.7	30,147	70.0
Student	741	79.8	617	73.1	714	81.0	600	79.8	718	72.6	Intermediate	Declined	Issue	185,106	80.2	196,592	79.4	192,917	79.6	167,992	79.1	185,107	76.3
Teacher	185	79.5	167	85.6	193	85.5	171	81.9	164	84.1	High	Maintained	Good	31,903	81.5	32,613	83.4	33,266	85.0	28,033	83.4	28,726	76.3

Comments on Results

Our results in this measure declined in all groups except for our teachers. As we noted in the previous AERR, we are watching this measure closely over to confirm whether this is an anomaly caused by the COVID-19 pandemic or the result of other factors which can be mitigated.

While our overall result is comparable to the provincial average, and our teachers rate this measure above the provincial average, our parents and students have responded differently. With our parental responses, the shift in responses was to the "don't know" category for all grade levels. With our student responses, grade 4-6 maintained their high level of pride In their school. Our junior/senior high schools had varying responses. Both outreach schools had 100% satisfaction in all questions related to school improvement. In the remainder of our junior senior high schools, a number students did not agree with the statements of pride in their school or recommend their school to a friend.

Work Preparation

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										Measure Evaluation			Province								
	2018		2019		2020		2021		2022					2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	419	78.4	317	73.2	359	80.3	261	80.7	266	82.5	High	Improved	Good	65,186	82.4	66,088	83.0	68,221	84.1	58,109	85.7	59,488	84.9
Parent	236	69.9	151	59.6	169	71.6	82	65.9	92	70.7	High	Maintained	Good	33,176	74.6	33,423	75.2	34,944	76.0	28,862	77.8	29,553	77.3
Teacher	183	86.9	166	86.7	190	88.9	179	95.5	174	94.3	High	Improved Significantly	Good	32,010	90.3	32,665	90.8	33,277	92.2	29,247	93.7	29,935	92.5

Comments on Results

HPSD was very pleased to see these results continue to increase incrementally and near the provincial average. This response was also recorded in our HPSD assurance survey of all parents with 72% of respondents being satisfied or very satisfied with the same question.

High School to Post-secondary Transition Rate

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

	Authority										Measure Evaluation			Province										
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
4 Year Rate	284	42.9	249	33.5	261	38.0	250	36.0	246	33.7	Intermediate	Maintained	Acceptable	44,841	39.4	44,994	40.2	44,980	40.9	45,351	40.5	46,242	41.2
6 Year Rate	238	54.6	249	52.6	282	53.5	250	48.2	265	47.7	Low	Maintained	Issue	44,182	59.0	43,728	59.1	44,832	60.3	44,983	60.0	44,966	60.3

Comments on Results

The Division declined slightly in both the 4 and the 6 year rate. This measure is part of our Education Plan goal that "*Students are supported and prepared for life beyond high school*" with 65% of students transitioning into post-secondary programs.

We will be reflecting on the data collected from this survey, as well as that collected from our Career Coaches to confirm whether this goal and its measurables require adjustment to accommodate our local context, specifically as to whether our students are not transitioning to post-secondary as a result of their plans after school.

Data currently collected by our Career Coaches as part of our Grade 12 Exit Survey, which closely replicates the data above, noted that students who are not transitioning to post-secondary are entering the workforce (22.2%), taking an apprenticeship (14.8%), with another 21.3% either taking a year off, upgrading, or taking dual credit programs.

Lifelong Learning

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

	Authority										Measure Evaluation			Province										
	2018		2019		2020		2021		2022					2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	423	73.9	317	66.1	367	73.2	265	76.9	269	79.5	High	Improved Significantly	Good	66,144	70.9	66,943	71.4	69,182	72.6	59,478	82.1	60,822	81.0
Parent	240	62.4	150	51.4	174	62.7	84	63.9	94	69.3	High	Improved	Good	33,714	64.0	33,876	64.0	35,454	64.6	29,693	75.3	30,314	74.6
Teacher	183	85.4	167	80.9	193	83.6	181	89.8	175	89.7	High	Improved Significantly	Good	32,430	77.8	33,067	78.8	33,728	80.6	29,785	88.9	30,508	87.4

Comments on Results

We were excited to see this result continue to improve year after year. We attribute this success to our Career Coaching program, employing tools such as myBlueprint and myPass, and the quality of instruction at our schools with a focus on critical thinking and building capacity for students to apply those skills to their everyday lives. In our HPSD assurance survey of all parents, 77% of respondents answered positively to the same question.

Provincial Achievement Test Results

PAT Course by Course Results by Number Enrolled.		Results (in percentages)										Target	
		2018		2019		2020		2021		2022		2022	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	Authority	70.1	9.4	77.2	4.6	n/a	n/a	n/a	n/a	68.5	10.0	n/a	n/a
	Province	83.5	17.9	83.2	17.8	n/a	n/a	n/a	n/a	76.1	18.9		
French Language Arts 6 année	Authority	92.9	21.4	100.0	0.0	n/a	n/a	n/a	n/a	61.1	5.6	n/a	n/a
	Province	85.2	12.3	87.7	15.7	n/a	n/a	n/a	n/a	76.9	10.6		
Français 6 année	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Province	93.3	23.1	90.3	24.6	n/a	n/a	n/a	n/a	83.0	20.2		
Mathematics 6	Authority	52.4	3.4	56.4	5.1	n/a	n/a	n/a	n/a	44.0	3.5	n/a	n/a
	Province	72.9	14.0	72.5	15.0	n/a	n/a	n/a	n/a	64.1	12.6		
Science 6	Authority	70.4	15.5	69.9	15.3	n/a	n/a	n/a	n/a	65.0	13.5	n/a	n/a
	Province	78.8	30.5	77.6	28.6	n/a	n/a	n/a	n/a	71.5	23.7		
Social Studies 6	Authority	64.2	9.9	68.2	11.0	n/a	n/a	n/a	n/a	64.0	11.5	n/a	n/a
	Province	75.1	23.2	76.2	24.4	n/a	n/a	n/a	n/a	67.8	20.1		
English Language Arts 9	Authority	66.0	4.9	59.6	5.3	n/a	n/a	n/a	n/a	52.9	2.2	n/a	n/a
	Province	76.1	14.7	75.1	14.7	n/a	n/a	n/a	n/a	69.6	12.9		
K&E English Language Arts 9	Authority	32.1	0.0	47.6	4.8	n/a	n/a	n/a	n/a	31.3	0.0	n/a	n/a
	Province	55.7	5.9	57.4	5.4	n/a	n/a	n/a	n/a	50.5	5.0		
French Language Arts 9 année	Authority	93.8	0.0	81.8	0.0	n/a	n/a	n/a	n/a	100.0	10.0	n/a	n/a
	Province	81.4	9.8	82.9	12.3	n/a	n/a	n/a	n/a	73.5	9.9		
Français 9 année	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Province	82.7	22.3	88.6	26.0	n/a	n/a	n/a	n/a	80.0	25.0		
Mathematics 9	Authority	51.9	8.2	44.3	6.9	n/a	n/a	n/a	n/a	29.8	3.1	n/a	n/a
	Province	59.2	15.0	60.0	19.0	n/a	n/a	n/a	n/a	53.0	16.7		
K&E Mathematics 9	Authority	29.6	7.4	55.6	2.8	n/a	n/a	n/a	n/a	50.0	0.0	n/a	n/a
	Province	57.4	13.6	59.6	13.2	n/a	n/a	n/a	n/a	55.3	11.1		
Science 9	Authority	69.5	11.5	62.9	17.4	n/a	n/a	n/a	n/a	48.2	7.5	n/a	n/a
	Province	75.7	24.4	75.2	26.4	n/a	n/a	n/a	n/a	68.0	22.6		
K&E Science 9	Authority	53.3	0.0	59.4	12.5	n/a	n/a	n/a	n/a	46.7	26.7	n/a	n/a
	Province	64.6	12.3	61.7	10.7	n/a	n/a	n/a	n/a	57.8	11.0		
Social Studies 9	Authority	55.7	8.9	49.2	7.9	n/a	n/a	n/a	n/a	38.4	5.6	n/a	n/a
	Province	66.7	21.5	68.7	20.6	n/a	n/a	n/a	n/a	60.8	17.2		
K&E Social Studies 9	Authority	25.0	3.6	33.3	9.5	n/a	n/a	n/a	n/a	33.3	11.1	n/a	n/a
	Province	55.2	14.2	55.9	15.0	n/a	n/a	n/a	n/a	53.2	14.1		

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Course	Measure	High Prairie School Division							Alberta			
		Achievement	Improvement	Overall	2022		Prev 3 Year Average		2022		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	n/a	n/a	n/a	200	68.5	237	77.2	56,095	76.1	54,820	83.2
	Standard of Excellence	n/a	n/a	n/a	200	10.0	237	4.6	56,095	18.9	54,820	17.8
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	18	61.1	10	100.0	3,496	76.9	3,559	87.7
	Standard of Excellence	n/a	n/a	n/a	18	5.6	10	0.0	3,496	10.6	3,559	15.7
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	741	83.0	663	90.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	741	20.2	663	24.6
Mathematics 6	Acceptable Standard	n/a	n/a	n/a	200	44.0	236	56.4	56,019	64.1	54,778	72.5
	Standard of Excellence	n/a	n/a	n/a	200	3.5	236	5.1	56,019	12.6	54,778	15.0
Science 6	Acceptable Standard	n/a	n/a	n/a	200	65.0	236	69.9	56,451	71.5	54,879	77.6
	Standard of Excellence	n/a	n/a	n/a	200	13.5	236	15.3	56,451	23.7	54,879	28.6
Social Studies 6	Acceptable Standard	n/a	n/a	n/a	200	64.0	236	68.2	56,483	67.8	54,802	76.2
	Standard of Excellence	n/a	n/a	n/a	200	11.5	236	11.0	56,483	20.1	54,802	24.4
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	225	52.9	188	59.6	35,521	69.6	47,465	75.1
	Standard of Excellence	n/a	n/a	n/a	225	2.2	188	5.3	35,521	12.9	47,465	14.7
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	16	31.3	21	47.6	1,310	50.5	1,569	57.4
	Standard of Excellence	n/a	n/a	n/a	16	0.0	21	4.8	1,310	5.0	1,569	5.4
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	10	100.0	11	81.8	3,228	73.5	2,811	82.9
	Standard of Excellence	n/a	n/a	n/a	10	10.0	11	0.0	3,228	9.9	2,811	12.3
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	444	80.0	396	88.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	444	25.0	396	26.0
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	225	29.8	174	44.3	32,890	53.0	46,764	60.0
	Standard of Excellence	n/a	n/a	n/a	225	3.1	174	6.9	32,890	16.7	46,764	19.0
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	16	50.0	36	55.6	1,746	55.3	2,190	59.6
	Standard of Excellence	n/a	n/a	n/a	16	0.0	36	2.8	1,746	11.1	2,190	13.2
Science 9	Acceptable Standard	n/a	n/a	n/a	226	48.2	178	62.9	31,215	68.0	47,489	75.2
	Standard of Excellence	n/a	n/a	n/a	226	7.5	178	17.4	31,215	22.6	47,489	26.4
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	15	46.7	32	59.4	1,185	57.8	1,536	61.7
	Standard of Excellence	n/a	n/a	n/a	15	26.7	32	12.5	1,185	11.0	1,536	10.7
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	232	38.4	189	49.2	30,108	60.8	47,496	68.7
	Standard of Excellence	n/a	n/a	n/a	232	5.6	189	7.9	30,108	17.2	47,496	20.6
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	9	33.3	21	33.3	1,167	53.2	1,466	55.9
	Standard of Excellence	n/a	n/a	n/a	9	11.1	21	9.5	1,167	14.1	1,466	15.0

Notes:
1.   Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2.   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.
3.   Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time
4.   Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 9 in 2017/18.
5.   Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

Diploma Examination Results

Diploma Exam Course by Course Results by Students Writing.														
		Results (in percentages)											Target	
		2018		2019		2020		2021		2022			2022	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Authority	77.5	6.3	84.7	0.9	n/a	n/a	n/a	n/a	64.5	3.2	n/a	n/a
	Province	87.5	13.2	86.8	12.3	n/a	n/a	n/a	n/a	78.8	9.4		
English Lang Arts 30-2	Authority	88.9	6.1	83.3	4.2	n/a	n/a	n/a	n/a	78.4	2.7	n/a	n/a
	Province	88.0	13.1	87.1	12.1	n/a	n/a	n/a	n/a	80.8	12.3		
French Language Arts 30-1	Authority	100.0	0.0	85.7	0.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Province	93.8	11.0	91.5	10.1	n/a	n/a	n/a	n/a	91.9	6.8		
Français 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Province	97.4	23.0	98.6	29.5	n/a	n/a	n/a	n/a	98.8	44.2		
Mathematics 30-1	Authority	66.7	25.0	42.4	5.1	n/a	n/a	n/a	n/a	38.1	0.0	n/a	n/a
	Province	77.8	35.3	77.8	35.1	n/a	n/a	n/a	n/a	63.6	23.0		
Mathematics 30-2	Authority	55.9	3.4	53.4	5.2	n/a	n/a	n/a	n/a	27.1	0.0	n/a	n/a
	Province	74.2	16.4	76.5	16.8	n/a	n/a	n/a	n/a	61.5	11.8		
Social Studies 30-1	Authority	73.9	12.5	71.6	3.7	n/a	n/a	n/a	n/a	66.7	8.3	n/a	n/a
	Province	86.2	17.7	86.6	17.0	n/a	n/a	n/a	n/a	81.5	15.8		
Social Studies 30-2	Authority	73.0	2.6	63.4	1.8	n/a	n/a	n/a	n/a	62.5	3.6	n/a	n/a
	Province	78.8	12.2	77.8	12.2	n/a	n/a	n/a	n/a	72.5	13.2		
Biology 30	Authority	76.9	20.0	77.4	13.1	n/a	n/a	n/a	n/a	71.1	17.8	n/a	n/a
	Province	86.6	36.6	83.9	35.5	n/a	n/a	n/a	n/a	74.3	25.2		
Chemistry 30	Authority	68.3	17.1	56.8	8.1	n/a	n/a	n/a	n/a	61.8	17.6	n/a	n/a
	Province	83.6	38.3	85.7	42.5	n/a	n/a	n/a	n/a	77.1	31.1		
Physics 30	Authority	88.5	30.8	45.5	13.6	n/a	n/a	n/a	n/a	53.1	3.1	n/a	n/a
	Province	86.2	43.6	87.5	43.5	n/a	n/a	n/a	n/a	78.5	34.6		
Science 30	Authority	72.7	4.5	80.0	24.0	n/a	n/a	n/a	n/a	77.8	0.0	n/a	n/a
	Province	85.4	31.5	85.7	31.2	n/a	n/a	n/a	n/a	75.7	17.2		

Diploma Examination Results Course By Course Summary With Measure Evaluation

Course	Measure	Achievement	Improvement	Overall	2022 N	2022 %	Prev 3 Year Average N	Prev 3 Year Average %	2022 N	2022 %	Prev 3 Year Average N	Prev 3 Year Average %
		High Prairie School Division							Alberta			
English Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	31	64.5	111	84.7	17,372	78.8	29,832	86.8
English Lang Arts 30-1	Standard of Excellence	n/a	n/a	n/a	31	3.2	111	0.9	17,372	9.4	29,832	12.3
English Lang Arts 30-2	Acceptable Standard	n/a	n/a	n/a	37	78.4	96	83.3	8,903	80.8	16,640	87.1
English Lang Arts 30-2	Standard of Excellence	n/a	n/a	n/a	37	2.7	96	4.2	8,903	12.3	16,640	12.1
French Language Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	7	85.7	666	91.9	1,215	91.5
French Language Arts 30-1	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	7	0.0	666	6.8	1,215	10.1
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	86	98.8	139	98.6
Français 30-1	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	86	44.2	139	29.5
Mathematics 30-1	Acceptable Standard	n/a	n/a	n/a	21	38.1	59	42.4	9,102	63.6	19,389	77.8
Mathematics 30-1	Standard of Excellence	n/a	n/a	n/a	21	0.0	59	5.1	9,102	23.0	19,389	35.1
Mathematics 30-2	Acceptable Standard	n/a	n/a	n/a	48	27.1	58	53.4	7,872	61.5	14,465	76.5
Mathematics 30-2	Standard of Excellence	n/a	n/a	n/a	48	0.0	58	5.2	7,872	11.8	14,465	16.8
Social Studies 30-1	Acceptable Standard	n/a	n/a	n/a	24	66.7	81	71.6	13,811	81.5	21,610	86.6
Social Studies 30-1	Standard of Excellence	n/a	n/a	n/a	24	8.3	81	3.7	13,811	15.8	21,610	17.0
Social Studies 30-2	Acceptable Standard	n/a	n/a	n/a	56	62.5	112	63.4	11,131	72.5	20,758	77.8
Social Studies 30-2	Standard of Excellence	n/a	n/a	n/a	56	3.6	112	1.8	11,131	13.2	20,758	12.2
Biology 30	Acceptable Standard	n/a	n/a	n/a	45	71.1	84	77.4	13,449	74.3	22,442	83.9
Biology 30	Standard of Excellence	n/a	n/a	n/a	45	17.8	84	13.1	13,449	25.2	22,442	35.5
Chemistry 30	Acceptable Standard	n/a	n/a	n/a	34	61.8	37	56.8	10,196	77.1	18,525	85.7
Chemistry 30	Standard of Excellence	n/a	n/a	n/a	34	17.6	37	8.1	10,196	31.1	18,525	42.5
Physics 30	Acceptable Standard	n/a	n/a	n/a	32	53.1	22	45.5	5,560	78.5	9,247	87.5
Physics 30	Standard of Excellence	n/a	n/a	n/a	32	3.1	22	13.6	5,560	34.6	9,247	43.5
Science 30	Acceptable Standard	n/a	n/a	n/a	9	77.8	25	80.0	4,887	75.7	9,676	85.7
Science 30	Standard of Excellence	n/a	n/a	n/a	9	0.0	25	24.0	4,887	17.2	9,676	31.2

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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.
3. Participation in the Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. A written response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.

Comments on Results

The results shown here for both our Provincial Achievement Tests (PATs) and Diploma Examination Results (DEPs) show a decrease on par with the same subject areas at the provincial level, especially with the results for the acceptable standard measure. Our standard of excellence results did not drop by as much as the acceptable standard in most subject areas. These drops can be largely attributed to factors associated with the global pandemic and the subsequent illness and attendance issues that impacted all school authorities.

We were pleased to see that there were instances in which the results showed an improvement over the previous results in 2019. Specifically, our results in Chemistry 30 and Physics 30 improved in contrast to the provincial results. We will be monitoring these numbers in the upcoming years as we address the learning loss experienced over the last 2+ school years. The improvement of these results will also be dependent on the absenteeism due to illness that schools continue to face, both from students and educators.

Literacy Data			2018-19					2019-20[1]					2020-21[1]					2021-22[2]				
			Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring	
				%	#	%	#		%	#	%	#		%	#	%	#		%	#	%	#
EYE	Kindergarten	Experiencing significant difficulty	209	21.5	29	17.9	14	192	26.9	45	ND	ND	215	19.1	29	12.2	12	186[3]	30.7	47	28.6	26
		Experiencing some difficulty		34.1	46	21.8	17		42.5	71	ND	ND		32.9	50	19.4	19		24.2	37	23.1	21
		Appropriate development		44.4	60	60.3	47		30.5	51	ND	ND		48.0	73	68.4	67		45.1	69	48.4	44
RTR	Grade 1	None-Minimal Development	228	43.3	13	46.7	14	193	22.5	16	ND	ND	193	28.8	40	8.6	5	193	23.8	43	14.6	22
		Developing Skills		56.7	17	53.3	16		59.2	42	ND	ND		51.8	72	91.4	53		42.0	76	76.2	115
		Developing Well-Mastered		0	0	0	0		18.3	13	ND	ND		19.4	27	0	0		34.3	62	9.3	14
F&P LeNS CC3	Grade 2	Not Yet Meeting Grade Expectations	214	54.5	79	60.4	99	223	46.4	71	77.8	7	183	82.9	34	56.8	25	195[4,5]	26.2	45	15.3	29
		Approaching Expectations		12.4	18	16.5	27		13.7	21	11.1	1		2.4	1	11.4	5		24.4	42	26.5	50
		Meeting Expectations		33.1	48	12.2	20		39.9	61	11.1	1		4.9	2	22.7	10		49.4	85	58.2	110
	Grade 3	Not Yet Meeting Grade Expectations	211	57.0	90	75.6	121	216	40.4	65	72.2	13	207	50.0	39	58.3	35	205[4,5]	25.7	45	31.0	54
		Approaching Expectations		16.5	26	6.3	10		9.9	16	5.6	1		7.7	6	11.7	7		18.3	32	19.5	34
		Meeting Expectations		11.4	18	9.4	15		49.7	80	11.1	2		19.2	15	5.0	3		56.0	98	49.4	86
F&P	Grade 4	Not Yet Meeting Grade Expectations	255	58.1	118	67.3	138	218	58.2	99	75.0	6	202	61.6	53	40.7	24	190	50.0	80	57.7	101
		Approaching Expectations		8.9	18	7.8	16		9.4	16	12.5	1		3.5	3	3.4	2		10.6	17	12.0	21
		Meeting Expectations		33.0	67	24.9	51		32.4	55	12.5	1		34.9	30	55.9	33		39.4	63	30.3	53
	Grade 5	Not Yet Meeting Grade Expectations	237	58.4	108	71.0	132	252	64.4	134	88.9	8	202	73.9	65	84.0	63	205	48.0	73	59.1	81
		Approaching Expectations		8.6	16	9.1	17		7.7	16	11.1	1		9.1	8	4.0	3		9.2	14	10.2	14
		Meeting Expectations		33.0	61	19.9	37		27.9	58	0.0	0		17.0	15	12.0	9		42.8	65	30.7	42
	Grade 6	Not Yet Meeting Grade Expectations	229	65.1	82	81.6	111	235	58.2	113	100.0	8	235	79.6	78	82.4	28	207	83.2	94	78.7	122
		Approaching Expectations		12.7	16	4.4	6		10.8	21	0.0	0		8.2	8	0.0	0		6.2	7	7.7	12
		Meeting Expectations		22.2	28	14.0	19		30.9	60	0.0	0		12.2	12	17.6	6		10.6	12	13.5	21
OCA Edu-Best	Grade 7	Limited	224	69.0	100	67.6	75	251	78.1	153	ND	ND	235	59.8	95	55.9	71	253[6]	46.4	96	65.4	70
		Acceptable		29.0	42	30.6	34		20.4	40	ND	ND		39.6	63	42.5	54		44.0	91	34.6	37
		Excellence		2.0	3	1.8	2		1.5	3	ND	ND		0.6	1	1.6	2		9.7	20	0.0	0
	Grade 8	Limited	255	63.9	99	61.8	97	232	54.6	95	100	1	245	46.0	76	60.5	75	238[6]	37.9	66	59.3	73
		Acceptable		33.5	52	34.4	54		38.5	67	0	0		48.5	80	34.7	43		48.9	85	34.1	42
		Excellence		2.6	4	3.8	6		6.9	12	0	0		5.5	9	4.8	6		13.2	23	6.5	8
	Grade 9	Limited	222	77.9	106	73.3	96	243	54.1	93	ND	ND	228	54.0	80	62.9	73	242[6]	52.1	98	43.3	58
		Acceptable		20.6	28	25.2	33		39.0	67	ND	ND		41.9	62	34.5	40		41.0	77	56.0	75
		Excellence		1.5	2	1.5	2		7.0	12	ND	ND		4.1	6	2.6	3		6.9	13	0.7	1
	Grade 10	Limited	283	70.6	101	63.8	88	262	76.2	112	ND	ND	271	67.0	114	66.9	107	280[6]	52.4	89	56.1	74
		Acceptable		26.6	38	33.3	46		21.1	31	ND	ND		31.2	53	27.5	44		45.9	78	42.4	56
		Excellence		2.8	4	2.9	4		2.7	4	ND	ND		1.8	3	5.6	9		1.8	3	1.5	2
Edu-Best	Grade 11	Not Yet Meeting Grade Expectations	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	315[6]	48.8	39	53.1	34
		Approaching Expectations	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND		46.3	37	45.3	29
		Meeting Expectations	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND		5.0	4	1.6	1
	Grade 12	Not Yet Meeting Grade Expectations	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	342[6]	26.0	20	61.0	36
		Approaching Expectations	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND		39.0	30	39.0	23
		Meeting Expectations	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND		35.1	27	0.0	0

Legend:
Fall: September - January
ND: No data collected for the corresponding grade/school year
Spring: February - June

Footnotes:
[1] Schools only required to submit one assessment per student due to COVID complications
[2] Participation rates may be lower for all assessments as a result of piloting the HLAT assessment for all grades
[3] All EYE data is released by the vendor between July - August
[4] Lower participation rate as a result of piloting the LeNS and CC3 assessments for these grades
[5] Green and Blue students were merged in order to maintain consistency in the expectations between the LeNS, CC3, and F&P assessments
[6] All Edu-Best data derive from grade 7-12 GPV & RMS students

Comments on Results

With respect to the available data, students in the 2021-22 school year continued to experience difficulties with questions about inferring and synthesizing. Teachers using this data have employed strategies to support learners in improving these skills. HPSD worked with assessment representatives to have additional assessments developed for the 2022-23 school year to support students' practice inferring the meaning of vocabulary terms while also having professional learning on strategies to instruct students in better understanding narrative, informational, and poetic texts.

The assessment data above was also impacted due to the global COVID pandemic with respect to intermittent student attendance during assessment periods. In the 2021-22 school year, HPSD requested that students be assessed once due to pandemic-related attendance issues. Our goal was to have 100% of students in Grades 2-6 being assessed two times per year.

In an effort to find more comprehensive assessment tools that would be in keeping with our Education Plan's directive to have 100% of students assessed using common literacy and numeracy assessments/screens, a number of eligible tools were piloted for reading and writing comprehension.

For writing assessments, the HPSD Literacy Committee recommended that students be assessed using the Edmonton Public School Board's (EPSB) Highest Level of Achievement (HLAT) to replace the existing assessments for writing. This tool will be used for Grade 1-9 students.

Secondary schools compared their existing reading assessment, the Ontario Comprehension Assessment (OCA), to the proposed Edu-Best reading comprehension screen. Teachers and school administrators from primary and secondary schools agreed to move to the Edu-Best Reading Comprehension Assessment Tool (RCAT) moving forward for students in Grades 4-11. Students in Grade 1 will continue to be assessed using the Right to Read tool, and Grade 2 and 3 students will be assessed using the government-implemented Letter Name and Sound (LeNS) test and The Castles and Coltheart Reading Test 3 (CC3).

Lastly, High Prairie School Division worked with Intellimedia (Dossier), which provides a data management system for our literacy and numeracy assessment and screens, to develop reports that will allow teachers to see at a glance which students need support in key areas. In addition, there will be cohort reports and trend reports, in addition to reports showing student progress from year to year.

Numeracy Data			2018-19			2019-20			2020-21			2021-22				
			Enrollment Total	Fall		Enrollment Total	Fall		Enrollment Total	Fall		Enrollment Total	Fall		Spring	
				%	#		%	#		%	#		%	#	%	#
	Kindergarten	Requires Attention	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND
		May Require Attention	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND
		Does Not Require Attention	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND
Nelson Pre-Assessment	Grade 1	Requires Attention	ND	ND	ND	ND	ND	ND	ND	ND	ND	193	7.5	13	1.1	2
		May Require Attention	ND	ND	ND	ND	ND	ND	ND	ND	ND		25.3	44	12.5	22
		Does Not Require Attention	ND	ND	ND	ND	ND	ND	ND	ND	ND		67.2	117	86.4	152
MIPI	Grade 2	Requires Attention	214	11.9	20	223	5.3	10	183	12.6	21	195	6.9	12	ND	ND
		May Require Attention		40.5	68		35.8	68		35.3	59		33.7	59	ND	ND
		Does Not Require Attention		47.6	80		58.9	112		52.1	87		59.4	104	ND	ND
	Grade 3	Requires Attention	211	35.6	53	216	26.8	45	207	26.4	46	204	21.9	41	ND	ND
		May Require Attention		36.9	55		38.7	65		35.1	61		36.9	69	ND	ND
		Does Not Require Attention		27.5	41		34.5	58		38.5	67		41.2	77	ND	ND
	Grade 4	Requires Attention	255	40.1	71	218	43.4	66	202	41.3	64	190	40.7	68	ND	ND
		May Require Attention		41.8	74		39.5	60		43.2	67		32.9	55	ND	ND
		Does Not Require Attention		18.1	32		17.1	26		15.5	24		26.3	44	ND	ND
	Grade 5	Requires Attention	237	45.9	79	252	44.8	90	202	49.1	84	205	46.2	85	ND	ND
		May Require Attention		39.0	67		42.3	85		35.7	61		37.5	69	ND	ND
		Does Not Require Attention		15.1	26		12.9	26		15.2	26		16.3	30	ND	ND
	Grade 6	Requires Attention	229	52.0	91	235	48.0	85	235	36.6	63	207	44.9	79	ND	ND
		May Require Attention		33.1	58		34.5	61		45.3	78		35.2	62	ND	ND
		Does Not Require Attention		14.9	26		17.5	31		18.0	31		19.9	35	ND	ND
	Grade 7	Requires Attention	224	55.9	90	251	40.4	69	235	45.3	73	253	60.8	118	ND	ND
		May Require Attention		21.7	35		33.3	57		41.6	67		23.7	46	ND	ND
		Does Not Require Attention		22.4	36		26.3	45		13.0	21		15.5	30	ND	ND
	Grade 8	Requires Attention	255	55.4	93	232	51.5	53	245	66.0	103	238	61.0	114	ND	ND
		May Require Attention		24.4	41		24.3	25		21.2	33		20.3	38	ND	ND
		Does Not Require Attention		20.2	34		24.3	25		12.8	20		18.7	35	ND	ND
	Grade 9	Requires Attention	222	65.1	95	243	53.0	89	228	58.2	78	242	58.4	94	ND	ND
		May Require Attention		15.8	23		19.6	33		28.4	38		25.5	41	ND	ND
		Does Not Require Attention		19.2	28		27.4	46		13.4	18		16.1	26	ND	ND
	Grade 10	Requires Attention	283	78.5	124	262	63.9	53	271	83.7	87	280	79.4	108	ND	ND
		May Require Attention		18.4	29		22.9	19		15.4	16		16.2	22	ND	ND
		Does Not Require Attention		3.2	5		13.3	11		1.0	1		4.4	6	ND	ND
	Grade 11	Not Yet Meeting Grade Expectations	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND
		Approaching Expectations	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND
		Meeting Expectations	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND
	Grade 12	Not Yet Meeting Grade Expectations	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND
		Approaching Expectations	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND
		Meeting Expectations	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND

Legend:
Fall: September - January
ND: No data collected for the corresponding grade/school year
Spring: February - June

Comments on Results

When reviewing the data from our common assessments, 15-25% of our students in grades 4 to 9 do not require attention (green). In Grades 2-3, that number is 30-60% of students are in that same category. In Grade 10, 60-80% of students require attention.

The number of students being commonly assessed is not reaching the desired target level of 100%. Currently, we are seeing the percentage of students being commonly assessed in the 70-90% range. This number is increasing from year to year.

The HPSD numeracy committee requested protected PD time for professional learning around numeracy best practices.

In addition, they are meeting at their schools to identify specific concepts where students struggle. This information is being back to future numeracy committee meetings to compare those needs with best practices to plan for professional learning opportunities. Last year, on the recommendation of an ARPDC numeracy consultant, HPSD purchased the Nelson math pre-assessments and associated Leaps and Bounds learning resources.

All pre-assessments were organized digitally for staff to access and use. The numeracy committee is reviewing these tools with key staff as we review the data. Lastly, the junior high curriculum collaboration team has developed a 7-9 vocabulary and curriculum-based benchmarking tool that was implemented this fall alongside the MIPI with a core analysis of the data. The curriculum collaboration teams and the HPSD numeracy committee are revisiting the importance of common numeracy vocabulary from Kindergarten through Grade 12. We are working an ARPDC numeracy consultant as we implement the new mathematics curriculum and the financial literacy outcomes in the physical education and wellness curriculum. High schools are also implementing, through a targeted, intentional approach, the locally developed course Competencies in Math 15 to assist high school students develop and strengthen their numeracy skills in preparation for Math 10C.

The data analyst team has created a script to compare the number of students enrolled vs. the number of students assessed. This allows us to target schools that have not assessed all of their students as per the board education plan requiring 100% of students to be assessed.

Early Years Evaluation – Teacher Assessment (EYE-TA)
This literacy assessment tool is used with students in Kindergarten.

EYE Assessment - Breakdown of Percentages Across All Domains (All Schools)
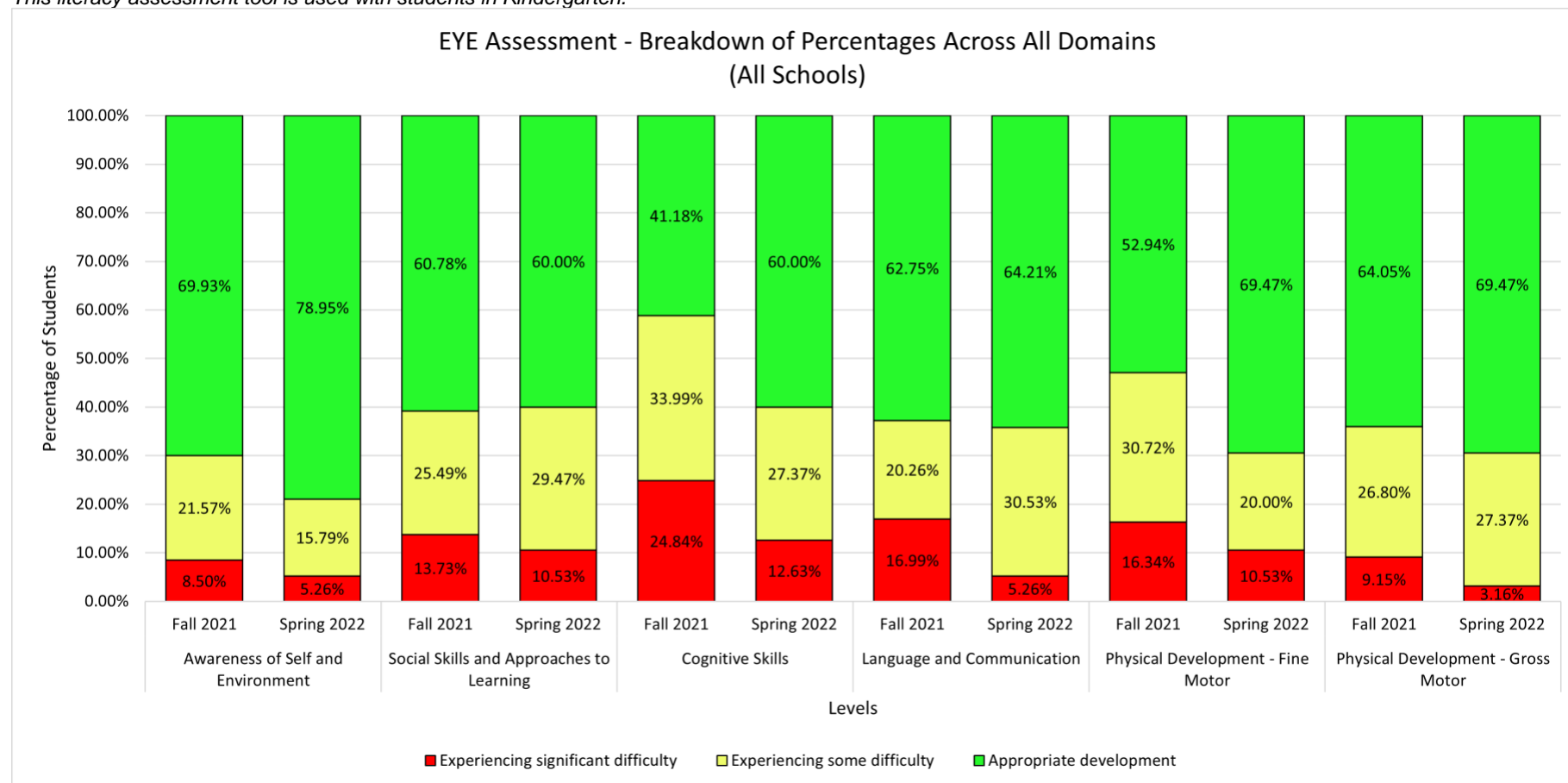
Comments on Results
Our EYE-TA results show students experiencing significant difficulty in 3 areas: Cognitive Skills, Language and Communication, and Physical Development - Fine Motor. These results are similar to those from previous years and are comparable to other school authorities. The results from the spring assessment demonstrate that the above areas of concern have been mitigated by our full-time Kindergarten teachers at their respective schools. The data shows the majority of students are fully prepared for the upcoming school year with the skills necessary to be successful.

These results are meeting and exceeding our goals from our education plan in most areas, specifically that 100% of students who were identified as experiencing difficulties are receiving targeted intervention and support from our multi-disciplinary team.

With the remainder of the results shown above, significant growth was realized by students moving from the area of experiencing significant difficulty to either experiencing some difficulty or being at the appropriate development level. With several of the areas above, it should also be noted that the areas of evaluation in the EYE-TA assessment are not covered in the current curriculum for students in Kindergarten.

DOMAIN 2: TEACHING AND LEADING

Education Quality

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

	Authority										Measure Evaluation			Province									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	1,181	87.7	946	84.3	1,086	88.1	876	86.7	994	87.8	High	Improved	Good	254,026	90.0	265,841	90.2	264,623	90.3	230,814	89.6	249,532	89.0
Parent	252	83.4	157	78.6	177	83.3	90	80.4	96	86.9	Very High	Improved	Excellent	35,499	86.0	35,262	86.4	36,907	86.7	31,024	86.7	31,728	86.1
Student	743	86.9	622	81.0	716	87.0	604	86.0	721	84.8	Intermediate	Maintained	Acceptable	185,888	88.2	197,282	88.1	193,763	87.8	169,589	86.3	186,834	85.9
Teacher	186	92.9	167	93.3	193	93.9	182	93.7	177	91.7	Low	Maintained	Issue	32,639	95.8	33,297	96.1	33,953	96.4	30,201	95.7	30,970	95.0

Comments on Results

This measure again realized strong results across our Division as it nears the provincial average. At the divisional level, responses from parents showed a positive increase over the previous 5 years. Our student and teacher results did not change significantly from the previous year, regardless of grade level.

In-service Jurisdiction Needs

The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.

	Authority										Measure Evaluation			Province									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	186	78.1	165	74.3	194	75.7	179	80.8	175	83.0	Intermediate	Improved	Good	32,428	84.3	33,074	85.2	33,766	85.0	29,619	84.9	30,280	83.7
Teacher	186	78.1	165	74.3	194	75.7	179	80.8	175	83.0	Intermediate	Improved	Good	32,428	84.3	33,074	85.2	33,766	85.0	29,619	84.9	30,280	83.7

Comments on Results

Our Division has always had a strong focus on growth and lifelong learning for all staff. This is evidenced by our strong results in this measure as we continue to close the gap between our results and the provincial average. HPSD continues to work collaboratively with our staff and their professional organizations to facilitate quality professional development.

Our Indigenous Education Team works collaboratively with schools to provide training and content from an Indigenous lens of knowing and doing which is used to support both student and staff growth and knowledge.

Professional development days are provided in regular intervals as part of our school year calendar and supported at the divisional level for content delivery at those sessions. This is also one of our divisional goals, "*To have a culture of excellence*" with data to inform the success and achievements in this goal being collected this year.

DOMAIN 3: LEARNING SUPPORTS

Welcoming, Caring, Respectful and Safe Learning Environments

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.																							
	Authority										Measure Evaluation			Province									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	877	84.7	994	83.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	231,091	87.8	249,941	86.1
Parent	n/a	n/a	n/a	n/a	n/a	n/a	90	79.0	96	81.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,980	88.2	31,715	86.9
Student	n/a	n/a	n/a	n/a	n/a	n/a	605	79.3	721	74.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,900	79.8	187,258	77.7
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	182	95.7	177	94.4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,211	95.3	30,968	93.6

Comments on Results

We were pleased to see the results in this measure remain high. Our parental responses increased slightly over the previous year with those increases being attributed to increased positive responses to the questions about teachers caring about their children and that children are treated fairly by adults at school.

Again, this result was captured in the HPSD assurance survey of all parents with 83% of respondents agreeing that their child is treated fairly by adults in their school and 87% of respondents agreeing that teachers care about their child.

Access to Supports & Services

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.																							
	Authority										Measure Evaluation			Province									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	876	83.2	992	83.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,761	82.6	249,570	81.6
Parent	n/a	n/a	n/a	n/a	n/a	n/a	90	74.7	96	78.4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,936	78.9	31,684	77.4
Student	n/a	n/a	n/a	n/a	n/a	n/a	604	84.1	719	81.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,631	80.2	186,935	80.1
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	182	90.8	177	89.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,194	88.7	30,951	87.3

Comments on Results

The Division surpassed the provincial average in this category for the second year in a row, which was very well received as HPSD has been focusing on access to supports and services at all levels of the Division, including it being an advocacy point for the Board of Trustees. We noted that parents agreed more strongly that students can access supports at school that are either related or unrelated to their school work. Students in grades 7-9 identified less support for teachers being available to help them. 10% fewer grade 10-12 students agreed with the statement that they can get help with problems that are not related to school work.

Program of Studies - At Risk Students

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.																													
	Authority										Measure Evaluation			Province															
	2018		2019		2020		2021		2022					2018		2019		2020		2021		2022							
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%						
Overall	1,179	86.4	944	81.3	1,084	86.3	876	83.4	992	84.2	Intermediate	Maintained	Acceptable	253,515	84.2	265,362	84.7	264,165	84.9	230,686	82.7	249,524	81.9						
Parent	252	79.1	157	72.0	177	78.5	90	72.1	96	78.1	Intermediate	Maintained	Acceptable	35,439	77.0	35,184	77.8	36,846	78.1	30,874	76.7	31,643	75.3						
Student	741	84.7	620	80.0	714	85.5	604	84.1	719	81.6	Intermediate	Maintained	Acceptable	185,470	81.7	196,933	81.9	193,409	82.2	169,631	80.2	186,935	80.1						
Teacher	186	95.3	167	91.8	193	95.0	182	93.9	177	92.8	Low	Maintained	Issue	32,606	94.0	33,245	94.5	33,910	94.4	30,181	91.2	30,946	90.3						

Comments on Results

Results in this measure are again above the provincial average. We realized a noticeable increase in the number of parents who agree that children can get help at school with problems that are not related to school work.

The Division has a significant investment in supports for students, inclusive of those classified as at risk. Again, our Board's primary advocacy point is directly related to the provision of supports for students at the top of the pyramid for mental health needs. Our administrative procedure on healthy school communities outlines the four pillars of focus which are facilitated at the school level by staff, inclusive of our Student Wellness Team, to address areas of concern.

Inclusion – Pyramid of Intervention

HPSD supports inclusion through a multi-tiered approach. All students have a continuum of needs that can be met, to a varying degree, by differentiated instruction. School-based Learning Support Teachers (LSTs) engage in coaching conversations with staff regarding the ways and means of supporting a differentiated program of studies.

Each HPSD school annually reviews their pyramid of intervention to include:
- the universal, targeted and intensive supports available
- the process by which teachers collaborate to implement strategies [Response to Intervention]
- a display of the pyramid of intervention in a designated area where staff have easy access
- development of a network of supports to enable conversations about the progress of students

A divisional Educational Assistant committee was founded with representatives from each school. The representatives surveyed their school's educational assistants to determine areas of interest to support students and professional development opportunities to reflect local context.

First Nation, Métis, and Inuit Programming (Indigenous Education Coaches)

The Indigenous Education Coach has shifted its focus from a student-centered approach to a Universal Education Model.

The goals of this model is that all students will have a deep understanding of our Canadian history, including Indigenous cultures, perspectives, Treaties and Land agreements, the Legacy of Residential Schools, and the contributions of Indigenous Culture in shaping our Canadian identity.

This model will support all staff in meeting the TQS #5 through monthly professional development sessions designed to build the capacity of our teachers to accurately and confidently deliver Indigenous materials in their classrooms. Moving future generations forward in creating a more inclusive Canada.

This model will allow Indigenous Learners to see themselves reflected in the curriculum. Classroom content across subject areas from Kindergarten to grade 12 will be respectful, authentic and genuine. Often including consultations with Elders and Knowledge Keepers.

The Indigenous Education Team has supported all the schools within the division. Some of the events and activities that took place in the 2020-21 school year included:

All schools received one hour of coach-led professional development each month.

Although we were unable to have Elders, Knowledge Keepers, and presenters come into our schools, we took advantage of technology by having division-wide virtual presentations. Some of these presentations included:
- Oneida Elder Ray John visited all of the Grade 2 classes teaching about the Iroquois Confederacy and a Haudenosaunee creation story.
- Inuit Educator Goota Desmarais joined all of the Grade 5 classes to bring awareness of the Inuit culture.
- Métis historian Blake Desjarlais joined all of the Grade 4 classrooms to discuss Métis culture and the Métis contributions to forming Canada.
- Métis politician Inier Gauchier joined the Grade 9 classroom to discuss governance and rights.
- Storytellers and Indigenous educators joined High School Science classes to discuss the concepts of interconnection and Indigenous worldviews.
- Indigenous musician Brianne Lizotte taught the origins of the Métis fiddle and jigging.
- Knowledge Keeper George Desjarlais brought Indigenous Sky Science to all Grade 6 classes.
- Indigenous author Jessica Johns gave a presentation to High School English students in their poetry units.
- All Indigenous graduates took part in virtual Sacred Feather teachings and Sash teachings.

High School students participated in the virtual Indspire Youth Conference.

High School students met virtually with Indigenous professors and scholars from the University of Calgary as a kick-off to an Indigenous Mentorship Program with the goal of encouraging students to pursue a career in education.

All Grade 5 classes took part in a divisional literacy project, *The Journey Forward*, a book about reconciliation. They had several visits from the book's author, Richard Van Camp.

Land-based learning still took place with local Elders in outdoor spaces that were within walking distance from our schools. Teachings included trapping and hunting, tipi teachings, traditional medicine walks, traditional food gathering and storage, ice fishing, and fish drying and smoking.

Ongoing classroom presentations in all subject areas from Kindergarten to Grade 12 included treaty presentations, Kairos Blanket Exercises, 7 Grandfather Teachings, and medicine wheel teachings.

The Indigenous Education Team started the development of a Google Classroom, which is in place for the 2021-22 school year. It is filled with resources to support Kindergarten to Grade 12 classrooms in all subject areas.

DOMAIN 4: GOVERNANCE

Parental Involvement

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.																									
	Authority										Measure Evaluation			Province											
	2018		2019		2020		2021		2022					2018		2019		2020		2021		2022			
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%		
Overall	432	82.3	323	77.4	370	83.7	272	77.6	272	75.8	Intermediate	Declined	Issue	67,509	81.2	68,116	81.3	70,377	81.8	60,919	79.5	62,412	78.8		
Parent	247	75.5	156	67.1	177	77.4	90	68.5	95	69.5	High	Maintained	Good	34,998	73.4	34,944	73.6	36,556	73.9	30,886	72.2	31,598	72.3		
Teacher	185	89.0	167	87.7	193	90.0	182	86.7	177	82.2	Low	Declined	Issue	32,511	88.9	33,172	89.0	33,821	89.6	30,033	86.8	30,814	85.2		

Comments on Results

The results from this measure, although a decline from the previous year, were anticipated as a result of the global pandemic. These results are being experienced, based on the present data, across the province in both the continued decrease to this measure overall with parental responses increasing slightly and teacher responses decreasing slightly.

When comparing these results to our HPSD assurance survey for all parents, we noted that parents responded similarly to both surveys on the opportunities provided to have input on their child's education and school. The responses also noted that parents are not agreeing as strongly about the extent they are involved in their child's education, specifically from parents of students in grades 7-12.

Parental involvement is also a Division goal, "*Parent and Community Relationships and Engagements*", with performance measures including parental satisfaction with their involvement in their child's education, opportunities to be involved in their child's education, and parental participation in parent-teacher interviews.

Satisfaction with Program Access

	Authority										Measure Evaluation			Province									
Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.																								
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	1,165	80.8	937	75.6	1,081	83.2	870	81.0	986	83.7	Very High	Improved Significantly	Excellent	251,836	72.8	263,978	73.1	262,662	75.2	228,281	71.8	247,744	72.6
Parent	243	68.6	152	63.5	173	74.1	87	71.1	93	79.6	Very High	Improved	Excellent	34,350	61.2	34,371	61.1	35,963	68.4	29,417	65.7	30,664	67.4
Student	737	85.7	618	78.2	714	84.6	601	85.2	716	84.1	High	Improved	Good	184,949	78.9	196,411	78.8	192,861	79.0	168,839	71.9	186,237	73.5
Teacher	185	88.0	167	85.0	194	90.8	182	86.7	177	87.5	High	Maintained	Good	32,537	78.3	33,196	79.3	33,838	78.1	30,025	77.8	30,843	77.0

Comments on Results

HPSD is very pleased to see our results in this measure exceed the provincial average by over 10% and have done so consistently in past years. Our Division invests significant resources into learners through the variety of programs and services offered, including our Career Coaches, Wellness Coaches, Indigenous Education Coaches, Learning Support Teachers, literacy and numeracy assessment and evaluation tools, professional development opportunities, and all other programs and services which make High Prairie School Division the division of choice for quality, public education.

SUMMARY OF FINANCIAL RESULTS

High Prairie School Division realized a surplus for the 2021-22 school year of $285,316.

Overall, the revenue percentages and sources of revenue remain fairly consistent year over year. In the 2020-21 school year, the GOA initiated a new funding model, with the following headings, Base Funding, Services and Supports, Community, Schools and Jurisdiction. Alberta Ed remains the largest funder of the Division, funding at 84% of our operations. Federal support is the second-largest contributor, funding 8.16%.

Payroll continues to be the largest expense incurred by the Division, at nearly 77%. Certified staff account for 48% of overall expenses, and non-certified staff account for 28%. Services, Supplies and Contracts account for nearly 18%, and finally, amortization accounts for 5% of expenses.

The school division invested $1,653,973 into capital assets from capital reserves and CMR funding from the province. These expenditures purchased school buses, division vehicles, surveillance cameras, and CMR funding from the province to upgrade our schools.

Detailed information on our school-generated funds can be found in the Audited Financial Statement for the 2021-22 school year or from the school Principal.

If more detailed financial information is required, please contact Mrs. Darla Smith, Director of Finance at (780) 523-3337, or call toll free at 1-877-523-3337. You can visit our website at hpsd.ca for the Audited Financial Statement for the 2021-22 school year and/or a copy of the 2021-22 budget after November 30th. Financial information for all school jurisdictions can also be found on the Alberta Education website.

STAKEHOLDER ENGAGEMENT

The HPSD Board of Trustees continues to support parental and community involvement in the decisions about education in our school division. In addition to actively engaging with parents at regular school council meetings, whereby that recommending body is often asked to gather feedback on a variety of topics and issues related to student development, school processes, and strategic goals, the Board of Trustees also hosts community consultations, Council of School Council meetings, and regular surveys. These methods are used in concert to gather as much feedback as possible from our school community to ensure the parental and community voice is heard when making decisions related to the education of children. This is in keeping with the Government of Alberta's Assurance Framework to consistently assess progress and demonstrate success. This includes providing local and societal context by "employing engagement practices that enable the education system to proactively respond to the learning needs and diverse circumstances of all students."

In the 2021-22 school year, consultation included parent and community meetings in the communities of Slave Lake, High Prairie, and Donnelly and Falher. We held a Council of School Councils meeting with school councils across the Division, parent surveys, student surveys, and data collection booth at schools during their school events. We also met with every one of our municipal counterparts to discuss issues and concerns. Additionally, data from the 2021-22 AEA survey is being used to formulate key questions asked to stakeholders to address concerns from the presented data. Some of those areas of concern include increasing the number of respondents to provide a more comprehensive data set representing our parents and guardians, work preparation questions being asked of our students, and staff feedback from professional development.

WHISTLEBLOWER PROTECTION

Section 32 of the Public Interest Disclose Act (2013) requires that school authorities include their annual report of disclosures in this document. HPSD had no disclosures in the 2021-22 school year.