

**Good Shepherd School
Combined 3-Year Education Plan
2016-2019**

and

**Annual Education Results Report (AERR)
2015-2016**



Accountability Statement

Good Shepherd has the responsibility to provide a Catholic Education to each child who attends school so they have the opportunity to develop spiritually, morally, socially, intellectually and physically in a manner that is modeled on the life of Jesus Christ.

The school has the formal responsibility to ensure that our Catholic beliefs and traditions permeate all aspects of the school experience.

The child is the center of the education that is provided. The Catholic school community must provide students the opportunity to reach their full potential as learners.

Vision

Good Shepherd School provides a unique and inviting Catholic learning environment that links the home, the parish and the community. Using resources effectively and maintaining a strong well informed teaching staff, all students are successful, lifelong learners and are living the values they are taught.

Mission

“Student success in a Catholic community guided by Christ, our teacher.”

Motto

“At Good Shepherd we are Loving, Caring and Sharing”

Our Beliefs

We value:

- Catholic Education
- God-given talents
- Excellence in performance
- Self-discipline and personal growth
- A safe and caring environment.
- Uniqueness in every individual
- Teamwork
- Life-long learning
- Input from stakeholders

Therefore, we believe:

- Christ is our guide and teacher
- Spiritual growth must be fostered in our students
- The child is the center of the school system
- Parents are the child's primary educators
- In providing staff with opportunities for professional learning
- All students can learn and experience success
- Students learn best when the partnership between the home, the church, the school and community is strong
- Growth is best achieved in a positive learning environment while utilizing each child and staff members talents
- Excellence will be fostered through differentiated instruction and assessment for learning practices while maintaining high expectations for the 21st century learner
- Technology can assist in the learning process
- Individuals are responsible and accountable
- Students will be prepared for their futures
- Resources must be expended where they have the most impact.
- All school personnel are called to model Catholic values for students
- Partnerships need to be developed with parents and community organizations to build capacity for student success

Issues:

Issues taken into account in goal development:

- Maintaining a Catholic school identity
- Improving standards of excellence in achievement
- Improving Aboriginal learners' opportunities and success through FNMI programming
- Engaging Parental Participation in the Accountability Pillar Survey
- Serving the growing numbers of students with English as a second language

- Maintaining and Enhancing Instructional Leadership Team

Trends that require consideration:

- Dependence on schools for faith development
- Increasing dependence of students on schools for social and emotional support
- Fragmentation of the family unit
- Growing numbers of students with special needs
- Growing numbers of students who learn English as a second language
- Rapidly evolving technology and online services
- The state of economic stability and population movement in Peace River

Promising Practices:

- Morning assemblies
- School masses and celebrations based on the liturgical calendar
- Student support (Response to Intervention pyramid of Intervention, Full Time Inclusive Education Teacher, Learning Support Team, onsite Psychologist, Division Learning Coaches, Peace Regional Collaborative Services, Alberta Health Services Mental Health Capacity Project- Project PEACE)
- School wide instructional practices (DIBELS literacy screening, Grade Level Common Writing Prompt assessment)
- Various Co-Curricular Activities and Presentations (Telus World of Science, Alberta Opera)
- Professional Learning Communities (PLC) – Weekly scheduled Grade Level Meetings for teachers in their PLCs
- School wide, FNMI presentations, events and visitations from FNMI Elders
 - School wide celebration of Métis Week and Aboriginal Day

Combined 2016 Accountability Pillar Overall Summary

Measure Category	Measure Category Evaluation	Measure	Good Shepherd School			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	Excellent	Safe and Caring	89.2	84.5	89.5	89.5	89.2	89.1	Very High	Maintained	Excellent
		Program of Studies	91.1	88.9	88.9	81.9	81.3	81.4	Very High	Maintained	Excellent
		Education Quality	93.5	90.0	93.1	90.1	89.5	89.5	Very High	Maintained	Excellent
	n/a	Drop Out Rate	n/a	n/a	n/a	3.2	3.5	3.5	n/a	n/a	n/a
Student Learning Opportunities		High School Completion Rate (3 yr)	n/a	n/a	n/a	76.5	76.5	75.5	n/a	n/a	n/a
	Acceptable	PAT: Acceptable	77.8	78.0	81.6	73.6	72.9	73.4	Intermediate	Maintained	Acceptable
		PAT: Excellence	19.1	12.6	12.8	19.4	18.8	18.6	Intermediate	Maintained	Acceptable
		Diploma: Acceptable	n/a	n/a	n/a	85.0	85.2	85.1	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)		Diploma: Excellence	n/a	n/a	n/a	21.0	21.0	20.5	n/a	n/a	n/a
	n/a	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	54.6	54.4	53.5	n/a	n/a	n/a
		Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	60.8	n/a	n/a	n/a	n/a	n/a
		Transition Rate (6 yr)	n/a	n/a	n/a	59.4	59.7	59.3	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Work Preparation	83.9	65.7	73.4	82.6	82.0	81.1	High	Improved	Good
		Citizenship	88.1	80.7	85.5	83.9	83.5	83.4	Very High	Maintained	Excellent
Parental Involvement	Excellent	Parental Involvement	84.9	76.1	81.3	80.9	80.7	80.5	Very High	Maintained	Excellent
Continuous Improvement	Good	School Improvement	79.1	72.2	77.8	81.2	79.6	80.0	High	Maintained	Good

Notes:

- Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
- Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
- 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, 9 KAE), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- 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, Français 30-2, Chemistry 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
- Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

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 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 73.77	73.77 - 80.97	80.97 - 86.66	86.66 - 90.29	90.29 - 100.00
Diploma: Excellence	0.00 - 7.14	7.14 - 13.15	13.15 - 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
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.

	Achievement				
Improvement	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)

OVERRIDING GOAL: Build Catholic citizenship for all Students and Staff

OUTCOME: Maintain and expand faith development opportunities for students.

Performance Measure	Results		2015/16	Targets		
	2013/14	2014/15		2017	2018	2019
Overall percentage of students who feel Religion class is helping them grow in their faith.	43%	79%	87%	89%	90%	92%
Overall percentage of students who feel Faith Day experiences are helping them grow in their faith.	41%	85%	87%	89%	90%	92%

Comment on Results

(an assessment of progress toward achieving the target)

- The former Tell them From Me data is used for these performance measures.
- We exceeded our target goal of 80% for students who feel that religion class is helping them grow in faith for the 2015/16 school year by 7%.
- We met our target goal of 86% for students who feel Faith Day experiences are helping them grow in faith.

Strategies

- Continue Building Catholic citizens
 - The division has created a comprehensive 'communities of care' permeation plan for building Catholic citizens
 - Accessing Division Faith Permeation Coordinator
 - Supporting grade two and three teachers on the implementation of the new religious studies curriculum
- Continue providing imbedded school retreats and scheduled faith development and faith appreciation opportunities
 - Retreats scheduled across multiple grade levels and inter-connected school-parish activities when possible (In-School Sacramental Preparation Retreats for Reconciliation, Eucharist and Confirmation)
 - Division Sponsored Voice for Life Presentations for Gr. 1-6 – April 2017
 - Division Sponsored Pure Witness Faith Retreats for Gr. K-6 – February 2017
- Continue embedding Parish, School and Family collaboration
 - Supporting Sacramental preparation instruction of Reconciliation, first Eucharist and Confirmation for students; embedded into the religious studies curriculum.
 - GSS staff and students host mass ministries once every two months on the third Sunday of the Month, February 26/17, April 23/17 and May 28/17.
 - Student music ministry continues to participate in masses and celebrations at school
 - Continue grade level classroom visits from Father Cyril on a monthly basis, as well as Father Cyril celebrating reconciliation in the school twice a year (advent and lent)

OUTCOME: *Maintain and expand faith development opportunities and evangelization of staff.*

Performance Measure	Results			Targets		
	2014	2015	2016	2017	2018	2019
Number of new hires who are Catholic	69%	63%	50%	100%	100%	100%
Percentage of staff who participated in the Staff Faith Day or the Opening Mass (Formerly : Number of staff who participated in Division sponsored Faith Development activities.)	5	3 of 4-75%	60%	70%	80%	90%
Number of staff entering RCIA	0	0	0	1	-	-

Comment on Results

- Hiring data refers to certified staff only
- In 2016 8 certified staff were hired
- The staff participating in Staff Faith Day and Commission Mass was mainly certified staff. A majority of the absenteeism came from support staff.
- Staff entering RCIA data is based on staff professional growth plans

Strategies

- Continue providing imbedded retreats school calendar/schedule to faith development and faith appreciation
 - Providing whole staff site-based retreat using a facilitator, GSS Hosts/Participate in School Based Staff Retreat Day, sponsored by HFCRD on Feb 12th
 - Staff retreat opportunities for new teachers and all staff, Faith 101 opened to all staff, but mandatory for all new staff in the Division
 - Division Faith Day for all staff on annual basis to provide formation and faith development
 - Divisional support for the rotation of Administrators to attend Blueprints
- Continue providing staff with opportunities for additional faith based professional development
 - Administrative Procedure for professional development
 - Seven spots are centrally supported for staff to attend SPICE
 - Advertise and encourage staff to participate in Parish/Diocese retreats and workshops, HFCRD faith development retreats, as well as and parish events/missions.
- Continue encouraging staff attendance as mass at least once a month,
 - Once a month Saturday night staff music ministry at mass followed by a social gathering,
 - GSS staff and students host mass ministries once every two months on the third Sunday of the
 - Encourage staff to attend the sacramental celebrations and masses to support out students making their first Reconciliation, first Eucharist and Confirmation.
- Continue to increase teacher understanding of mass/celebration preparation.
 - Continue to involve each certified teacher in attending Spiritual Formation Team meetings once a year, in preparation for the planning of the celebrations or mass their class is participating in.
- Encourage staff to access Division Faith Coordinator (John Meagher) for classroom and celebration supports.

Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	80.2	82.6	84.2	78.0	77.8	81.5	Intermediate	Maintained	Acceptable	80.0	81.0	82.0
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	11.3	11.5	14.2	12.6	19.1	12.8	Intermediate	Maintained	Acceptable	19.0	19.5	20.0

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. 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).
3. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Comment on Results

- Below the target goal, and the provincial average, in overall students meeting the acceptable standard on the PAT.
- Specific subject below provincial average for meeting acceptable standard were English Language Arts and Math.
- Improvement, beyond the target goal, in overall students meeting the standard of excellence.
- Exceeded PAT Provincial Average in Excellence in English Language Art, French Language Arts and Math.
- 56 students wrote the PAT exams in 2016. Precious 3 year average is 65.
- 7 students were exempt from specifically writing ELA and/or Math in 2016.
- In the previous 3 years, the number of students exempt from writing PATs was 2-3.

Strategies

- ❖ *PAT acceptable standard target for 2017 is based on the average of the past three years.*
- ❖ *PAT excellence target is based on maintain our current achievement, which is equitable to the provincial standard.*
- Continue to grow with HFCRD #37 vision/goals toward Response to Intervention (RTI), with dedication toward Quality Core Instruction.
 - *Promote increased individual knowledge of the HFCRD #37 Continuum of Growth for Quality Core Instruction document, by encouraging all teachers to participate in classroom observations alongside Instructional Leadership Team (ILT) members.*
 - *Continued, administration and use of Dynamic Indicators of Basic Early Literacy Skills (DIBELS) literacy screening, DIBLES DEEP assessments, as well as DIBLES progress monitoring data to guide classroom and student specific instruction.*
 - *Encourage teachers to access Division Learning Coaches for support with quality instruction.*
 - *Encourage teachers to access the Alberta Education Inclusive Education Electronic Library*
- Continued dedicated focus for tracking/following up on student attendance.
- Continue a dedicated focus for early learning and intervention.
 - *Full Day, Five Day Kindergarten in both English and French*
 - *Div. I supports/interventions for early literacy*
- Continue supports/interventions for literacy, numeracy and/or life skills programming for Div. II students.
- Maintain Staffing for instructional supports
 - *Full time, certified, Inclusive Education Teacher and Coordinator.*
 - *Additional 1.0 certified staff hire, with funding support from HFCRD No. 37, to support a second classroom of English Kindergarten.*
- Increase Support Staffing for instructional Supports
 - *Attempt to hire an additional part-time French Immersion teacher's assistant, if school budget allows.*
- Continue to work with the Good Shepherd Instructional Leadership Team (ILT) in examining the use of goal setting and tracking for students identified as potentially achieving academic excellence, with individual teachers, and research other methods of promoting student excellences with our division learning coaches.

Outcome One: Alberta's students are successful (continued)

Performance Measure	Results (in percentages)					Target 2016	Evaluation			Targets		
	2012	2013	2014	2015	2016		Achievement	Improvement	Overall	2017	2018	2019
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	89.7	90.1	85.8	80.7	88.1	85.0	Very High	Maintained	Excellent	88.5	89.0	90.0
Percentage of teachers and parents who agree that students are taught attitudes and behaviors that will make them successful at work when they finish school.	79.3	80.7	73.7	65.7	83.9	75.0	High	Improved	Good	84.5	85.0	86.0

Comment on Results

- We exceeded our target goals in both satisfaction of citizenship and attitudes and behaviors to be successful at work.
- We improved our own results in satisfaction of citizenship by 7.7% and exceeded provincial average in satisfaction of citizenship by 7.2%.
- We improved our own results in attitudes and behaviors to be successful at work by 18.2% and exceeded provincial average in attitudes and behaviors to be successful at work by 1.3%
- 14% of parents responded "Don't Know" regarding their children being taught attitudes and behaviors to be successful at work.

Strategies

❖ Targets are based on maintaining and increasing our current level of satisfaction, which is above the provincial standard.

- Continue promoting and celebrating Active Citizenship that occurs at Good Shepherd, in order to establish a common language/understanding of the permeation of citizenship in our school to students, parents and staff.
 - Continue to hold student grade level presentations/sessions in the courtyard for Gr. 4-6, prior to the Our School/Accountability Pillar Surveys, to address: definitions of citizenship, celebrations of the events and activities of citizenship we have at GSS to promote acts of citizenship with our students, ie: our "Good Shepherd Proud" campaign contributions and brainstorm how students can help each other more at GSS.
 - Additional announcements/celebrations of school and student involvement in the community to parents and students (via: newsletter, social media, website, assembly, local media) ie:
 - Participation in charity donations, such as food bank drives and Development and Peace Share Lent.
 - Roots of Empathy Participation
 - Project Peace
 - Emphasized Religion 6 Christian Service/Social Justice component of curriculum to the whole school and parent community, not just Gr. 6.
 - Encourage teachers and administrators to increase parent contact/communication with the parents to share incidents of how students have helped each other or gone out of their way to support another student. (via: phone calls, notes home, post cards)
- Continue to prioritize promoting attitudes and behaviors for work (via: newsletter, social media), including adding a "Did you know" section to our school newsletter for attitudes and behaviours taught at GSS. ie:
 - Grade 4-5 promoting work-related experiences such as hot lunch and milk sales, and school patrol.
 - Project Peace Playground buddies,
 - Gr. 6 Leadership with Healthy Active School Team
- Continue Community Based, Life Skills Projects in Gr. 4-6 for life skills students (include the whole

class participation when possible) ie:

- *Gr. 4 – School Recycling, Fundraiser to buy for donations to SPCA and trip to SPCA*
- *Gr. 5 – Cooking Skills and Careers, trip to buy groceries, (food bank/hamper donations), restaurant trip.*
- *Gr. 6 – Christian Service Projects in Community, banking, trip to bank and community shopping, service industry (retail and restaurant).*

➤ Access the division communications co-ordinator for promotion and advertising

Notes:

1. 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.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Outcome Two: The achievement gap between First Nations, Métis, and Inuit students and all other students is eliminated

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

Performance Measure	Results (in percentages)					Target 2016	Evaluation			Targets		
	2012	2013	2014	2015	2016		Achievement	Improvement	Overall	2017	2018	2019
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	71.7	78.0	69.2	72.7	67.9	73.0	Low	Maintained	Issue	70.0	70.5	71.0
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).	1.7	4.0	3.8	15.2	7.5	15.0	Very Low	Maintained	Concern	9.0	10.0	11.0

Comment on Results

- Though the 2016 PAT acceptable standard score fell below the 2015 score, Good Shepherd students still scored above provincial average (52.4%) by 15.5%.
- Though the 2016 excellence score fell below the 2015 score, Good Shepherd students still scored above provincial average (6.3%) by 1%.

Strategies

- ❖ PAT acceptable standard target for 2017 is based on the average of the past three years and on improving over the next three years..
- ❖ PAT excellence target is based on an average of the past three years, and improving over the next three years.
- Continue to grow with HFCRD #37 vision/goals toward Response to Intervention (RTI), with dedication to Quality Core Instruction.
 - Promote increased individual knowledge of the HFCRD #37 Continuum of Growth for Quality Core Instruction document, by encouraging all teaches to participate in classroom observations alongside Instructional Leadership Team (ILT) members.
 - Continued administration and use of Dynamic Indicators of Basic Early Literacy Skills (DIBELS) literacy screening, DIBLES DEEP assessments, as well as DIBLES progress monitoring data to guide classroom and student specific instruction.
 - Encourage teachers to access Division Learning Coaches for support with quality instruction.
 - Encourage teachers to access the Alberta Education Inclusive Education Electronic Library
- Continued dedicated focus for tracking/following up on student attendance.
- Continue a dedicated focus for early learning and intervention.
 - Full Day, Five Day Kindergarten in both English and French
 - Div. I supports/interventions for early literacy
- Continue supports/interventions for literacy, numeracy and/or life skills programming for Div. II students.
- Maintain Staffing for instructional supports
 - Full time, certified, Inclusive Education Teacher and Coordinator.
 - Additional 1.0 certified staff hire, with funding support from HFCRD No. 37, to support a second classroom of English Kindergarten.
 - Additional 1.0 FTE hire of teacher's assistant.
- Continue to work with the Good Shepherd Instructional Leadership Team (ILT) in examining the use of goal setting and tracking for students identified as potential of achieving academic excellence, with individual teachers and research other methods of promoting student excellences with our division learning coaches.

In addition to school wide strategies and supports for improving numeracy and literacy...

- Maintain close contact/communication between school and home.
- Once examined by the ILT, consider using an academic goal setting system for self-identified FNMI students. Goal setting would occur between individual classroom teachers, the inclusive education teacher, the FNMI Coordinators and parents.
 - *Use of Goal Setting documents*
 - *Tracking through the LST spreadsheet*

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. 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).
3. 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.
4. 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.
5. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Outcome Three: Alberta's education system is inclusive

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016		Achievement	Improvement	Overall	2017	2018	2019
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.	93.4	93.1	90.8	84.5	89.2	90.0	Very High	Maintained	Excellent	90.0	91.0	92.0

Comment on Results

- Though marginally below our target goal of 90%, we improved our overall satisfaction as a safe and caring school by 4.7%.
- Our safe and caring satisfaction rating of 89.2% is not significantly different from the provincial standard of 89.5%.
 - **Parent satisfaction** showed a 96.6% satisfaction (ranging 91%-100%) in the 5 categories surveyed.
 - **Student satisfaction** showed a 79.4% satisfaction (ranging 74%-89%) in the 5 categories surveyed
 - Student satisfaction regarding "other students treating you well" and "being treated fairly by adults" were lowest, both at 74%.
 - 16% of students responded "Don't Know" regarding "being treated fairly by adults" and 13% of students responded "Don't Know" regarding "Do other students treating you well."
 - **Teacher satisfaction** showed 91.6% satisfaction (ranging 86%-97%) in the 5 categories surveyed
 - Teacher satisfaction regarding "students being treated fairly by adults" was lowest, at 86%.
 - There was increased adult supervision on the playground during the last school year.

Strategies

- ❖ The target for 2017 is based on achieving the previous target goal of 90.0% and incrementally achieving higher satisfaction rates.
- Continue to build student understanding and confidence in the safe and caring Good Shepherd School environment, and empower students with strategies for safe, caring and cooperative play.
 - Continue to hold student grade level presentations/sessions in the courtyard, prior to Our School/Accountability Pillar Surveys, for Gr. 4-6, to address: Definitions of safe, caring, fair; fair does not mean equal, and respect. Celebrate what we do to make GSS safe and what makes us proud of GSS. Brainstorm what we can do to improve how students can treat each other with even more care and respect and address "What does it mean to be treated fairly by adults?"
 - Continue to increase individual "classroom meetings" with homeroom teachers, particularly in Gr. 4 and Gr. 5, that focus on student concerns and conflict resolution.
 - Continue with Teachers and Administrators routinely/consistently following-up with 'victims' of students who have broken rules or students who have compromised safety. Provide apologies for 'victims' experiences and brief/positive reinforcement that the situation/student(s) are being addressed.
 - Research and consider implementing student conflict resolution program, STARR. (Stop, Tag the problem, Another way to act, Resolve the conflict, Reconcile).

- Continue to build confidence and trust in students and teachers that Good Shepherd is a safe and caring school environment.
 - Create a student Advisory Group
 - *Share the data from the Gr. 4-6 student presentation sessions, accountability pillar and Our School (Formerly Tell Them From Me) survey with students, and strategize improvements with student feedback.*
 - *Review and attain feedback on strategies we are using with students with staff, and strategize any adjustments necessary*
 - *Promote and share ideas at assemblies about and via the Student Advisory Group*
 - Continue frequent communication with staff and parents
 - *Review Accountability Pillar Data with the Instructional Leadership Team (ILT) as well as staff, and gather staff feedback and strategies.*
 - *Survey teachers for feedback and strategies on Accountability Pillar data, and share Education Plan strategies with staff.*
 - *Administrators and teachers routinely/consistently follow-up with parents and other teachers of 'victims' of students who have broken rules or students who have compromised safety. Provide apologies for 'victims' experiences and brief/positive reinforcement that the situation/student(s) are being addressed.*
 - *Promote proactive behaviour plans and reactive discipline process/strategies we are using with students to parents and teachers in personal conversations.*
 - *Review and attain feedback on strategies we are using with students with staff, and strategize any adjustments necessary.*
 - *Increase staff communication regarding individual Inclusive Education student disabilities, behaviours that are a part of disabilities, and strategies for working with individual students.*
 - *Consider a presentation or professional development session on students with severe behavioural disabilities.*
 - *Continue staff "Flock Talk" 20-30 minute staff meetings once a week to bring staff together for more consistent and frequent communication.*
 - Two Professional Development sessions with staff, from Mr. Sandy Gillis, from the Alberta Teacher's Association Member Services, on collegiality and peer conflict, as well as additional support provided by administration to empower staff in professional interactions with colleagues, students and parents.
- Access the division communications co-ordinator for promotion and advertising.

Notes:

1. 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.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Outcome Four: Alberta has excellent teachers, school and school authority leaders

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
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.	92.6	90.7	87.1	88.9	91.1	90.0	Very High	Maintained	Excellent	91.5	92.0	92.5

Comment on Results

- We exceeded our overall target goal by 1.1%.
- 39% of parents (24 parents) responded to the Accountability Pillar survey.
- Parent and teacher satisfaction with programs offered was very high, ranging between 90%-100%, Parents were satisfied with opportunities for learning another language, art, music, health and computers, the exception was opportunities for learning Drama which fell below at 57%.

Strategies

❖ *Targets for 2017 are set toward maintaining our current overall satisfaction and incrementally achieving higher satisfaction rates*

- Continue to expose students to a variety of fine arts (drama, music), health, technology and physical education experiences throughout the school year (Christmas concert, music/art class, Music Festival, Alberta Opera, Ukrainian/Scottish/FNMI dancers, Author Tours, Healthy Active Student Health Symposium, St. Isidore Carnival, Spring Music Concert and Art Show, etc.)
- Continue to promote fine arts experiences to parents and our community, through newsletter, Power school, website, Facebook, twitter, and Synervoice call out system
- Promote integration of drama experiences integrated into core subjects such as ELA, FLA and Religion.

Notes:

1. 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.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Outcome Five: The education system is well governed and managed

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016		Achievement	Improvement	Overall	2017	2018	2019
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.	83.7	84.7	76.6	72.2	79.1	77.0	High	Maintained	Good	79.5	80.0	80.5
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	88.0	84.3	83.7	76.1	84.9	84.0	Very High	Maintained	Excellent	85.5	86.0	86.6
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	92.8	95.8	93.6	90.0	93.5	94.0	Very High	Maintained	Excellent	94.0	94.5	95.0

Comment on Results

(an assessment of progress toward achieving the target)

- Satisfaction rates increased in each of the three categories, of school improvement, parental involvement and quality of basic education.
- School improvement in the jurisdiction in the past 3 years.
 - We met and exceeded our target goal of 77% satisfaction.
 - Parent satisfaction reached 96%
 - Teacher satisfaction was significantly lower at 61%.
 - Teacher feedback varied, offering some commonalities toward an increased need for supports to individualized/small group student instruction and struggling to support these student needs.
- Parental involvement
 - We met our target goal of 84% satisfaction.
 - There were significant increases in parent satisfaction 'that input is considered' (29 % increase), 'opportunity to be involved in decisions about education' (25% increase) and 'opportunity to be involved in decisions about the school' (11% increase).
 - 26% of parents responded that they are a little or not at all involved in decisions at the school.
 - Data was shared with School Council and feedback included that members appreciate the opportunity for input in parent surveys.
- Quality of basic education
 - Though below our target goal by 0.5%, satisfaction of overall quality of education improved by 3.5%
 - Parent satisfaction averaged 94.5% in the six categories of the measure, and teacher satisfaction averaged 93%.
 - There were some "disagree" responses from parents regarding student(s) finding school work challenging.
 - There were some "disagree" responses from teachers regarding students learning what they need to know as well as students finding school interesting.
 - When surveyed regarding the results, teacher feedback indicated provincial curriculum as an area contributing to dissatisfaction, as well as a need for increased technology embedded in instruction for student lessons/activities.

Strategies

- ❖ *Targets for 2017 are set toward maintaining our current overall satisfaction and incrementally achieving higher satisfaction rates*
- ❖ *Feedback on results and suggestions for strategies were gathered from parents, via parent school*

council discussions/focus questions as well as teachers, via survey/focus questions.

- Continue with frequent parent communication and engaging parent involvement in the school.
 - Continue to encourage including parent volunteers in the school, both in the classroom and in the school in general, to increase parental exposure to the school and parental comfort/trust in working in the school and with staff/students
 - *Continue inviting parents to be in the school and help with school tasks ie: recycling with students, craft preparation for classes, parent reading buddies etc.*
 - *Continue inviting parents to be involved in supporting student learning in the classrooms.*
 - Continue to encourage and promote parental engagement in school council, especially to all new parents, including ECS. (ie: circulation of brochure to all new parents, use of Facebook, Powerschool, school webpage and Synervoice call out system)
 - *Consider pprioritize a single grade level each month to encourage parents to attend one meeting, consider having class/grade level parent representatives on school council, personal invitation phone calls, personal conversations with parents etc.*
 - *Encourage all parents to email School Council executive with questions and concerns. (Publish School Council Executive email addresses in newsletter.)*
 - Encourage teachers to continue to be proactive in reaching out to parents and promote frequent communication, and prompt follow-up, to engagement between home and school
 - *Increase use of agenda for announcements and personal messages to parents in Div. II*
 - *Electronic messaging such as email or use of "Dojo" app messaging*
 - *Making or returning calls promptly.*
- Continue to encourage and promote and participation in the Accountability Pillar Survey
 - *Continue to offer a draw for a cash gift card prize for survey completion*
 - *Continue to invite for Gr. 4 parents to come to the school and have a 'parent night' in Jan/Feb so that time is set aside to complete the survey and they can use the school technology.*
- Promote and encourage to staff and parents about the AB Government New Curriculum Framework and encourage completion of the online survey.
 - Advertise with a full page flyer in the November newsletter.
 - Address School Council Executive with workshop opportunities.
 - Presentation/survey opportunity for staff on staff professional collaboration day in November.
- Focus communication of Good Shepherd and Jurisdiction programming toward staff, to build knowledge and confidence in the overall quality and improvement in education. Ie:
 - *Full day ECS*
 - *Full time Inclusive Education Certified Teacher*
 - *Education and promotion of RTI Core Instruction vs. Targeted/Intensive instruction.*
 - *Promoting the effectiveness and use of division learning coaches.*
 - *Teacher's Aide time and supports in classroom.*
- Continue to promote a positive and collaborative school culture with staff.
 - *Sessions with ATA member services presentation from Sandy Gillis*
 - *Participation and promotion of staff social committee, in and outside of school.(ie: monthly staff birthday celebrations, monthly staff appreciation etc.)*
 - *Participation and promotion in Spiritual Formation Team (SFT) (ie: promoting "One Minute Miracles" with students, collaboration on school masses etc.)*
 - *Embedded weekly Grade Level Meetings for PLCs*
- Promote and encourage teacher to contribute to overall school improvement in the school and the jurisdiction.
 - *Engage in the Instructional Leadership Team, as members and or though classroom observations.*
 - *Address contributing to school improvement with ATA member services presentation from*

Sandy Gillis

- *Engage staff in individual conversations, three times throughout the school year (Fall, Winter, Spring) to attain feedback on the quality of the school and specifically address school improvement.*
- Promote and encourage teachers to engage in professional development opportunities with division learning coaches to support both Core Instruction and Targeted (Individual/Small Group) Instruction.
 - *Consider grade level training sessions for specific grade level outcomes on professional collaboration days*
 - *Individual sessions or grade level sessions toward working with individualized/small group student instruction and strategies for Literacy/Numeracy instruction as well as embedding technology into instruction.*
- Access the division communications co-ordinator for promotion and advertising.

Notes:

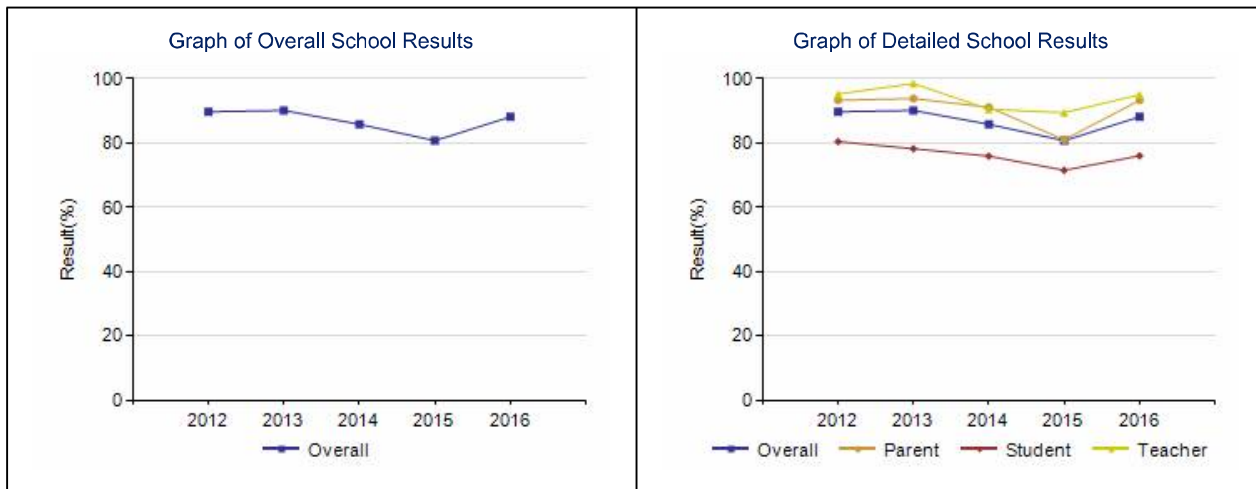
1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
2. Data values have been suppressed where the number of respondents/students is fewer than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

APPENDIX – Measure Details

The following pages include tables and graphs that provide detailed data for the performance measures. Schools may include these under each measure/outcome to provide context and help in interpreting the results.

Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	School					Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	89.7	90.1	85.8	80.7	88.1	81.5	82.1	81.2	82.7	83.4	82.5	83.4	83.4	83.5	83.9
Teacher	95.2	98.5	90.5	89.4	95.0	86.3	89.7	90.3	92.9	92.2	93.1	93.6	93.8	94.2	94.5
Parent	93.3	93.8	91.1	81.0	93.3	85.7	84.6	85.4	83.4	83.3	79.4	80.3	81.9	82.1	82.9
Student	80.4	78.2	75.9	71.5	76.0	72.4	72.0	67.8	71.8	74.8	75.0	76.2	74.5	74.2	74.5

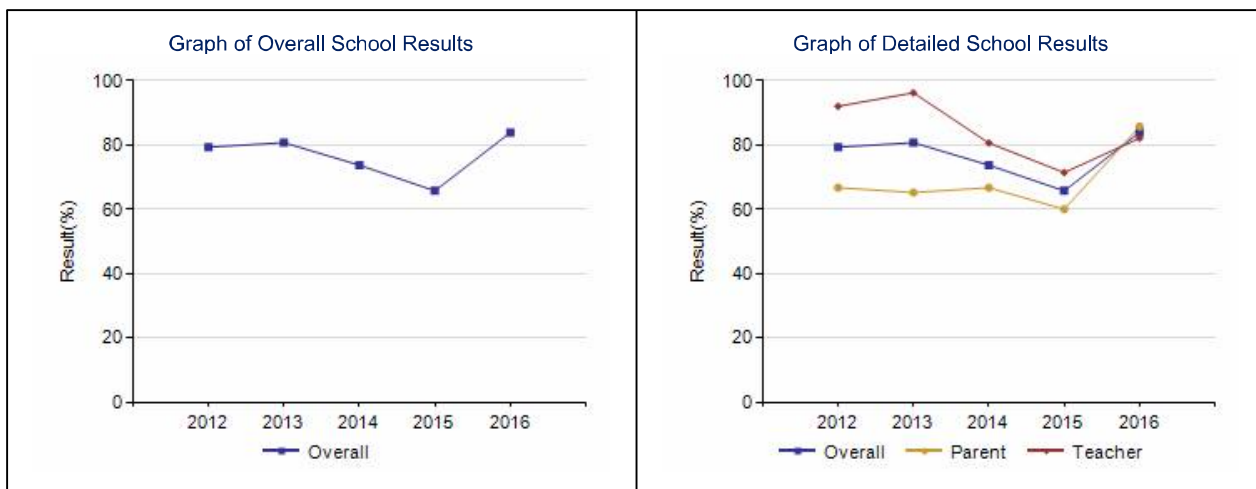


Notes:

- 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.
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

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.															
	School					Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	79.3	80.7	73.7	65.7	83.9	78.9	78.7	77.5	81.1	77.3	79.7	80.3	81.2	82.0	82.6
Teacher	92.0	96.2	80.6	71.4	82.1	84.7	84.7	81.7	84.7	78.6	89.5	89.4	89.3	89.7	90.5
Parent	66.7	65.2	66.7	60.0	85.7	73.2	72.7	73.4	77.5	76.0	69.9	71.1	73.1	74.2	74.8



Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Provincial Achievement Test Results – Measure Details

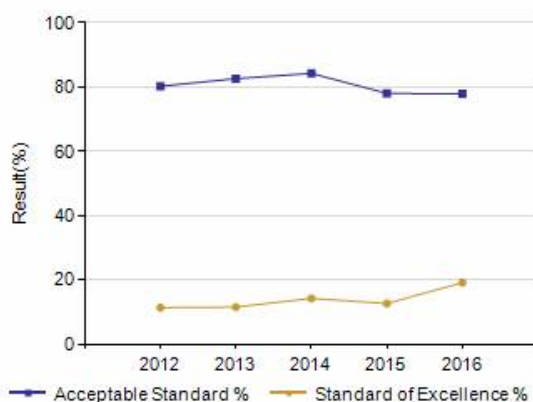
PAT Course by Course Results by Number Enrolled.

		Results (in percentages)										Target	
		2012		2013		2014		2015		2016		2016	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	88.3	20.0	87.5	9.4	90.7	16.0	93.8	12.3	80.3	21.3		
	Authority	79.9	11.9	83.9	13.4	87.3	10.8	83.1	11.0	81.5	16.8		
	Province	82.7	17.8	82.5	16.3	81.9	17.6	82.8	19.5	82.9	20.4		
French Language Arts 6	School	100.0	0.0	100.0	7.1	87.5	0.0	70.6	0.0	100.0	15.4		
	Authority	100.0	0.0	100.0	7.1	87.5	0.0	70.6	0.0	100.0	15.4		
	Province	89.3	17.3	88.6	16.3	88.0	15.6	87.5	13.6	87.7	14.2		
Français 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	91.0	21.9	94.0	21.6	90.6	17.1	89.0	15.0	91.4	17.2		
Mathematics 6	School	76.7	6.7	78.1	9.4	84.0	10.7	73.8	4.6	68.9	19.7		
	Authority	65.4	5.0	75.2	16.1	74.7	10.8	66.3	6.4	61.3	13.3		
	Province	74.7	16.6	73.0	16.4	73.5	15.4	73.2	14.1	72.2	14.0		
Science 6	School	83.3	13.3	85.9	14.1	85.3	22.7	75.4	16.9	82.0	23.0		
	Authority	72.2	13.3	81.9	25.5	78.9	19.9	69.8	18.6	73.4	19.1		
	Province	77.8	28.2	77.5	25.9	75.9	24.9	76.3	25.3	78.0	27.1		
Social Studies 6	School	66.7	8.3	75.0	14.1	76.0	10.7	70.8	20.0	75.4	13.1		
	Authority	56.0	8.8	70.5	24.2	66.9	10.2	59.9	15.1	62.4	12.7		
	Province	73.2	19.5	72.7	19.0	70.4	16.6	69.8	18.1	71.4	22.0		

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

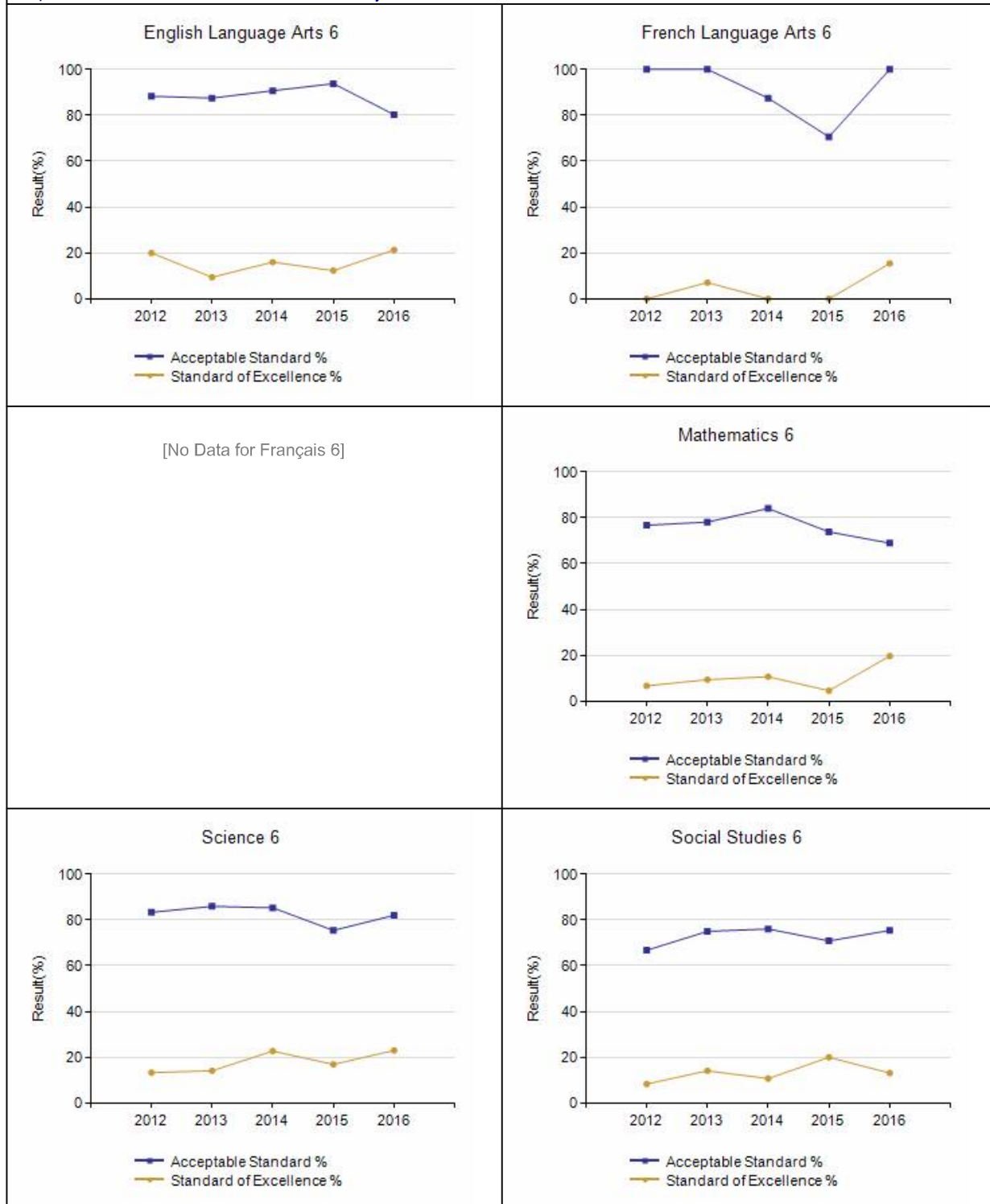
Graph of Overall Provincial Achievement Test Results



Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
3. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Graph of Provincial Achievement Test Results by Course



Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
3. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

		Good Shepherd School							Alberta			
		Achievement	Improvement	Overall	2016		Prev 3 Year Average		2016		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	Intermediate	Declined	Issue	61	80.3	68	90.7	47,606	82.9	45,843	82.4
	Standard of Excellence	High	Improved	Good	61	21.3	68	12.6	47,606	20.4	45,843	17.8
French Language Arts 6	Acceptable Standard	Very High	Improved	Excellent	13	100.0	16	86.0	2,854	87.7	2,780	88.0
	Standard of Excellence	High	Improved	Good	13	15.4	16	2.4	2,854	14.2	2,780	15.1
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	569	91.4	500	91.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	569	17.2	500	17.9
Mathematics 6	Acceptable Standard	Low	Declined	Issue	61	68.9	68	78.7	47,512	72.2	45,774	73.2
	Standard of Excellence	High	Improved	Good	61	19.7	68	8.2	47,512	14.0	45,774	15.3
Science 6	Acceptable Standard	Intermediate	Maintained	Acceptable	61	82.0	68	82.2	47,543	78.0	45,788	76.6
	Standard of Excellence	Intermediate	Maintained	Acceptable	61	23.0	68	17.9	47,543	27.1	45,788	25.3
Social Studies 6	Acceptable Standard	Intermediate	Maintained	Acceptable	61	75.4	68	73.9	47,522	71.4	45,710	71.0
	Standard of Excellence	Intermediate	Maintained	Acceptable	61	13.1	68	14.9	47,522	22.0	45,710	17.9
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,780	77.0	38,487	76.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,780	15.2	38,487	14.8
English Lang Arts 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,638	59.8	1,514	62.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,638	6.2	1,514	4.1
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,611	83.0	2,584	86.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,611	10.8	2,584	11.7
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	403	86.4	372	86.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	403	26.8	372	17.5
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,253	67.8	38,217	66.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,253	17.5	38,217	17.8
Mathematics 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,125	61.2	1,872	63.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,125	13.0	1,872	14.6
Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,834	74.2	38,760	73.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,834	22.4	38,760	21.6
Science 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,591	63.8	1,492	65.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,591	14.3	1,492	15.7
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,775	64.7	38,759	65.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	43,775	18.0	38,759	19.5
Social Studies 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,608	58.0	1,454	61.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,608	11.6	1,454	11.6

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
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 Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

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:

1. 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. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
3. 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)

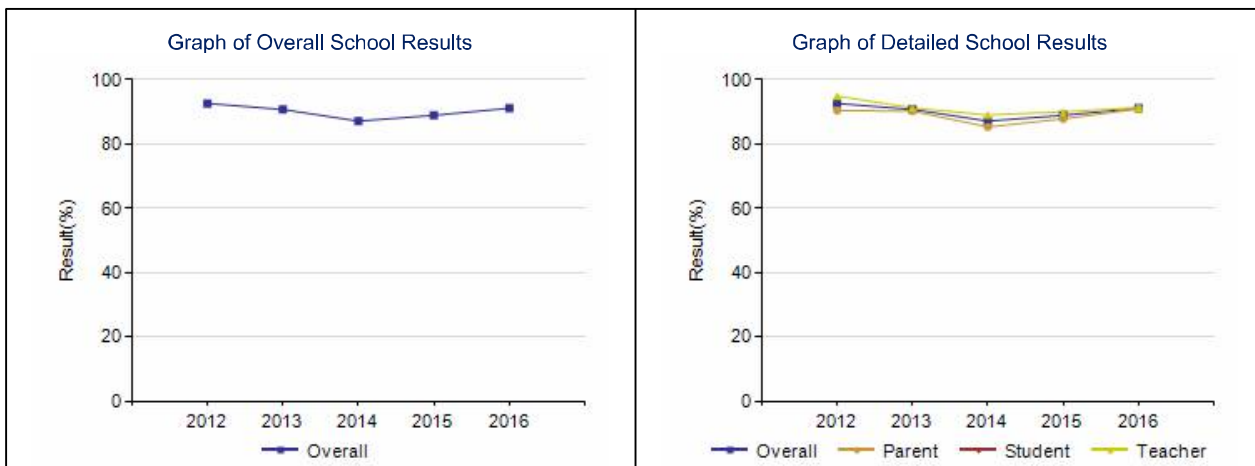
Overall Evaluation Table

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.															
	School					Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	92.6	90.7	87.1	88.9	91.1	77.2	78.6	75.2	79.8	80.6	80.7	81.5	81.3	81.3	81.9
Teacher	94.9	91.2	89.0	90.0	91.3	80.4	81.3	82.0	84.1	85.8	87.3	87.9	87.5	87.2	88.1
Parent	90.4	90.2	85.3	87.8	90.9	77.0	80.2	76.4	81.1	79.8	78.1	78.9	79.9	79.9	80.1
Student	n/a	n/a	n/a	n/a	n/a	74.1	74.3	67.2	74.3	76.1	76.9	77.8	76.6	76.9	77.5

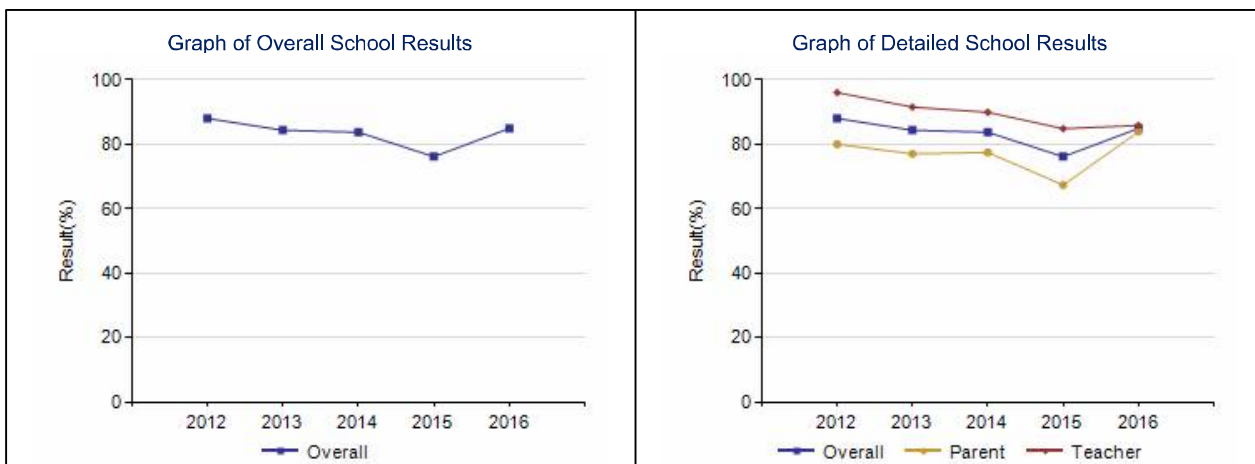


Notes:

- 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.
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Parental Involvement – Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.															
	School					Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	88.0	84.3	83.7	76.1	84.9	82.3	81.7	83.6	79.8	79.6	79.7	80.3	80.6	80.7	80.9
Teacher	96.0	91.5	89.9	84.8	85.8	82.8	83.8	86.0	84.5	85.2	88.0	88.5	88.0	88.1	88.4
Parent	80.0	77.0	77.4	67.3	83.9	81.7	79.5	81.2	75.2	74.0	71.4	72.2	73.1	73.4	73.5



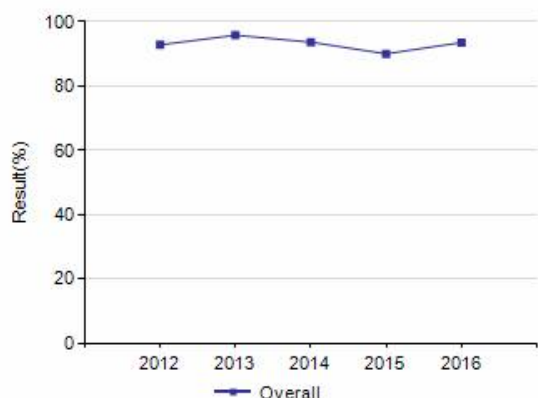
Notes:

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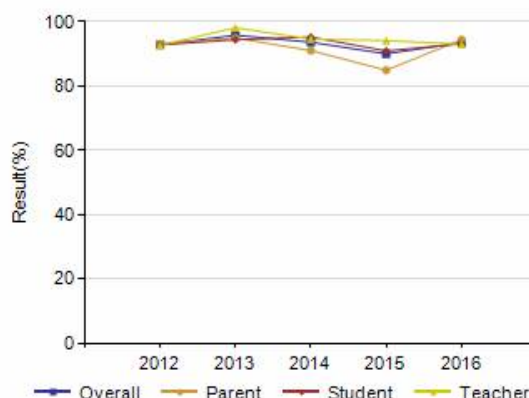
Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	School					Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	92.8	95.8	93.6	90.0	93.5	88.4	89.3	87.2	88.7	88.1	89.4	89.8	89.2	89.5	90.1
Teacher	92.7	98.1	94.6	94.1	93.0	88.6	91.4	91.7	93.6	91.6	95.4	95.7	95.5	95.9	96.0
Parent	93.1	94.9	91.0	84.9	94.4	88.6	89.1	87.1	87.7	85.9	84.2	84.9	84.7	85.4	86.1
Student	92.8	94.4	95.2	90.9	93.1	88.1	87.4	82.9	84.8	86.9	88.6	88.7	87.3	87.4	88.0

Graph of Overall School Results



Graph of Detailed School Results



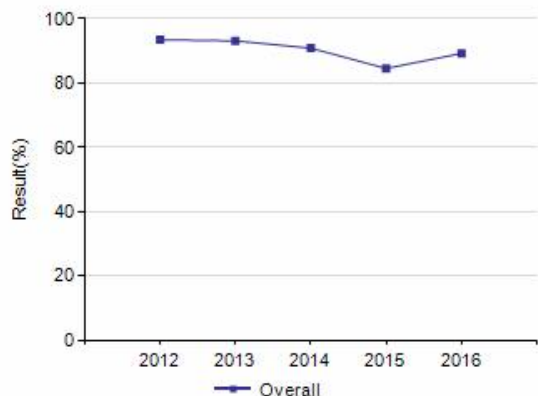
Notes:

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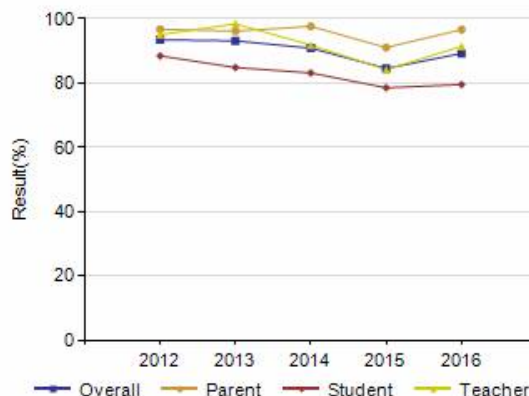
Safe and Caring – Measure Details

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.															
	School					Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	93.4	93.1	90.8	84.5	89.2	88.6	88.8	88.4	88.3	88.2	88.6	89.0	89.1	89.2	89.5
Teacher	95.0	98.4	91.8	84.1	91.4	90.8	93.8	93.9	93.2	93.1	94.8	95.0	95.3	95.4	95.4
Parent	96.7	96.1	97.6	91.0	96.6	93.5	91.9	92.4	89.9	89.6	87.4	87.8	88.9	89.3	89.8
Student	88.4	84.8	83.1	78.5	79.5	81.4	80.7	79.0	81.9	81.9	83.7	84.2	83.1	83.0	83.4

Graph of Overall School Results



Graph of Detailed School Results

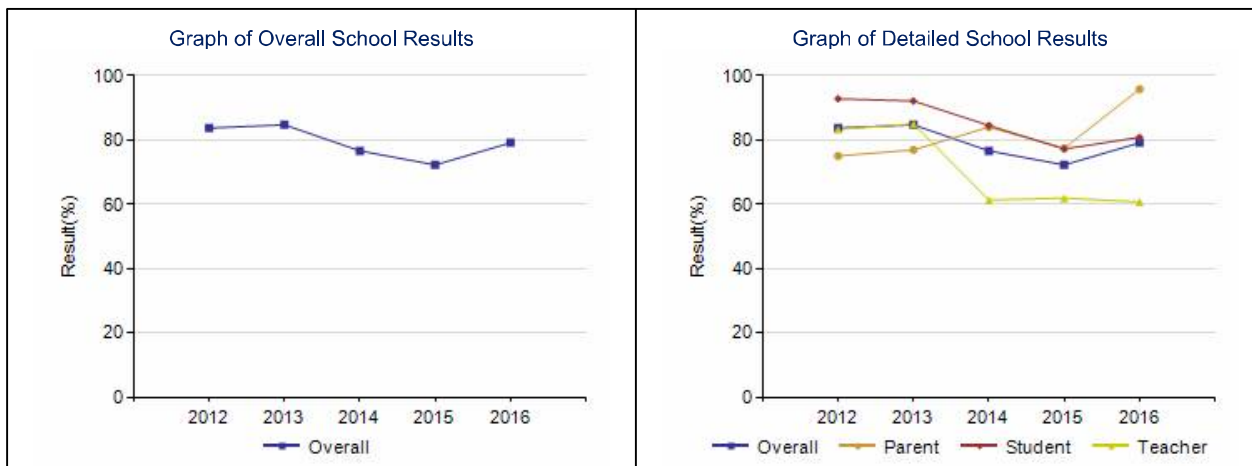


Notes:

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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.															
	School					Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	83.7	84.7	76.6	72.2	79.1	80.0	83.9	80.6	79.3	82.7	80.0	80.6	79.8	79.6	81.2
Teacher	83.3	85.0	61.3	61.9	60.7	79.4	84.1	74.6	76.4	78.5	81.1	80.9	81.3	79.8	82.3
Parent	75.0	76.9	84.0	77.4	95.8	76.0	84.3	89.7	81.1	88.4	76.2	77.9	77.0	78.5	79.7
Student	92.8	92.1	84.5	77.2	80.8	84.7	83.2	77.5	80.3	81.1	82.7	82.9	81.2	80.7	81.5



Notes:

- 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.
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