Greentree Elementary School
Three Year Education Plan

2018/2019 – 2019/2020 – 2020/2021

Planting the Seeds for Life

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Accountability Statement

The Three Year Education Plan of Greentree Elementary School commencing September 4, 2018 was prepared under the direction of the school staff and School Council in accordance with the responsibilities specified in the School Act and the Golden Hills School Division No. 75 Administrative Procedures numbered 100 and 101. The school and the school community is committed to achieving the goals and results defined in this document.

Publication and Communication

Copies of the Three Year Education Plan and the Annual Education Results Report are distributed both electronically and in hard copy format to staff and School Council. In addition it is posted on the school's website at www.greentreeschool.com. A hard copy is available at our school office.

Key Priority for 2018 – 2021

At Greentree Elementary School, we continue to embrace the Powerful Learning Model. We are committed to best practices and building capacities through Strategic Instruction, Student Engagement, and Citizenship. A priority is engaging students in a deep understanding of learning in Literacy, Numeracy, and Technology. We are dedicated to helping students in becoming better critical thinkers as part of their preparation in becoming effective 21st Century Learners.

Teachers will examine and reflect on their own practices as individual professionals. Through dialogue and sharing of practice in Professional Learning Communities we will continue to build on the foundation previously established, as we work towards the goal of a critically thoughtful classroom. With strategic expansion of professional development of learning opportunities and programming, staff and students will engage in and explore their limitless possibilities and thus embrace the potential for planting the seed for life!

Our Reading Nook

Our Book Bungalow

S.E.E.D.S. assembly school activity

Orange Shirt Day

First place parade float

S.E.E.D.S.Tree

Foundation Statements

Vision
Planting the Seeds for Life

Mission Statement
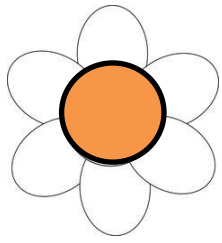*S.E.E.D.S.*
Support and accept others
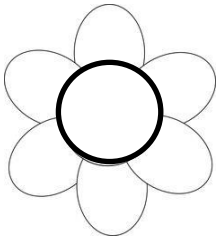*Explore possibilities*
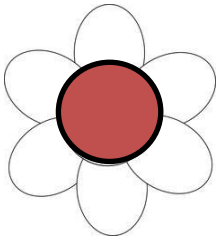*Engage in life-long learning*
Do the right thing
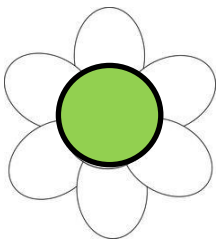*Strive for success*

S upport and accept others

E xplore possibilities

E ngage in life-long learning

D o the right thing

S trive for success

Who are we?
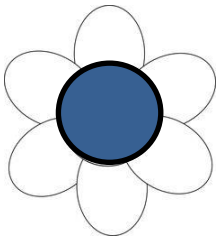
Values and Commitments

Our school staff has committed to the following values based on our beliefs.

<u>Greentree Elementary School Staff Values</u>

1. ***Core Values as Outcomes for Students***
   - To equip students with the skills they need to become lifelong learners and productive members of society modeling good citizenship
   - To provide the best opportunities for students to develop their skills and their talents to reach their fullest potential
   - To instill the virtues defined in Character Education
   - To enhance self-worth and self-respectful and modeling respect in the treatment of others
   - To set, pursue and achieve positive personal and academic goals
   - To provide opportunities for students to experience and to appreciate fine arts and active living lifestyle choices.
   - To appreciate cultural diversity

2. ***Core Values as Commitment to Each Other***
   - To support each other through positive interactions
   - To communicate openly and effectively
   - To respect the individuality and uniqueness of all
   - To share responsibilities and successes
   - To foster a positive learning environment
   - To recognize and celebrate successes

3. ***Conditions for Learning***
   - Provide a safe, caring and healthy environment that fosters risk-taking
   - Uphold consistent structures, routines and boundaries incorporating self-regulation
   - To meet Maslow's hierarchy of needs (ie, food, clothing, safety, emotional and social support)
   - To allocate time, personnel and resources to meet student needs
   - To share best practice and teaching successes during PLCs
   - To value the individual learning potential of school community members
   - To implement a variety of best instructional practices using the Powerful Learning Model and opportunities to access the services of learning coaches
   - To recognize and utilize current research regarding best practices for student learning

At Greentree Elementary School, we strive to empower our students to embrace the following attributes. We want our students to be engaged thinkers, ethical citizens with an entrepreneurial spirit. This is defined in the diagram below.

Risk taker
Resilient
Resourceful
Self-reliant
Confident
Financially literate
Competitive
Takes personal responsibility
Values diversity
Environmental steward
Local Contributor

Entrepreneurial Spirit

Literacy and Numeracy

Engaged Thinker

Ethical Citizen

Critical thinker
Life-long learner
Creative
Adaptable
Technology literate
Collaborative
Empathetic
Respectful
Communicator and team-builder

School Profile

Erin Campbell-Bentley-Principal
Shelley Friesen- Associate Principal

Greentree Elementary School offers programming for kindergarten through grade six students. Greentree Elementary School has 377 enrolled students supported by a staff of 33. Currently, there are two full-time kindergarten classes (with integrated part time kindergarten programming), three grade one classes, two grade two classes, a two-three multi-level class, two grade three classes, two grade four classes, two grade five classes, two grade six classes, and a unique and highly individualized full time Achieving Independence class. We pride ourselves on small class sizes, ranging from eight in A.I. to twenty-nine students. We were able to hire an additional Grade 1 teacher, and are still looking to hire an ECS teacher, and a Physical Education teacher to accommodate increased enrollment.

These students are instructed by twenty one teachers, three PUF (Program Unit Funding) assistants, and six Inclusive Education assistants. We have access to the services of learning coaches. Students, staff and parents can access the services of a 0.5 FTE Family Resource Worker. We also have an Educational Psychologist assigned to our school one day a week. In addition our partnership with Alberta Health Services includes an Occupational Therapist, a Speech Pathologist and an assistant. We will be offering Early Literacy, and Early Numeracy in the second half of the year.

As a complement to our Outdoor Classroom, and to improve the entrance of the school while providing a cozy place to read, the main stairwell has been redesigned to be a Reading Nook. This provides a quiet, comfortable place for students to read and reflect. They can also choose a book from our Book Bungalow. This area is used as a focal point for our S.E.E.D.S. mission and is utilized by many. Our playground addition was a collaborative effort, making our playground the only fully accessible playground in Drumheller.

 A retrofit was completed on an upstairs bathroom to accommodate a mobility challenged student and two individual bathrooms have been added within our library to further comply with the GLBTQ guidelines.

Primary Focuses as identified and maintained:
- ✓ Student Learning and Achievement
- ✓ Curriculum Development and Implementation
- ✓ Citizenship
- ✓ Safe and Caring Environment
- ✓ Professional Development

Budget Operating Expenses 2018-2019

Budgeted Operating Expenses- 2018-2019			%
Allocation (includes prior year carry-over)		$2,746,051	
Staffing	Certified	$2,3228,917	81%
	Non-Certified	$140,769	5%
Supplies and Services (including substitutes)		$376,365	14%

Message from the Principal

Greentree Elementary School is a diverse populated environment that moves at a fast pace in its enthusiastic embracement of learning. The competent professional teaching staff, experienced support staff, supportive parents and energetic students work collaboratively and cooperatively in an environment supporting the development of the whole child.

We are continuing to refine initiatives previously implemented and are introducing new initiatives for 2018. At Greentree School, we provide many opportunities for teachers to collaborate on curriculum and share common plans and assessments and to work on implementing Critical Thinking and the strategies from The Powerful Learning model. Through Professional Learning Communities (PLCs) within the school, and collaboration with TC^2 we continue to work towards common goals and visions while providing learning opportunities for staff and students. Staff is excited at the prospect of learning more about critical thinking and the skills we can empower our students to use. We are looking ahead at the curricular changes which we will be implementing at the Kindergarten to Grade 4 level within the next year. These new curricular outcomes allow for a wider concept based paradigm and will provide a way to raise academic standards by bringing relevance and rigor to learning. At Greentree we appreciate the many opportunities to collaborate with each other, other teachers in the Division, our Divisional Consultants, services such as AHS, our Drumheller community, experts in education, and many others. We truly believe that collaboration allows us to use best practice and provide learning opportunities for all.

 After another successful year, we are pleased to be able to continue to offer our Achieving Independence class. We have been able to increase the program to full time and have a class of eight students from grades 2 to 6. We have two Educational Assistants, and a teacher delivering a comprehensive program of literacy, numeracy, life skills, social skills and regulation topics. We are pleased to be able to have both Early Literacy and Early Numeracy in the second term. Teachers are using Jump Math, Mathology, Mind Up, Zones of Regulation, and literacy and numeracy strategies they have gained through in-service opportunities in their classroom instruction. We offer STAR and AR as supplemental programs for literacy. This year, our Grade 2 teachers are piloting the new Pearson Math Program, carrying on with the program that our Grade 1 teachers piloted last school year.

We are pleased to continue offering Club Day, and excited to have increased our Club time! Six hours a semester, students have the opportunity to attend one of eighteen different clubs. We have a film making club, drama club, coding club, music club, card making, puzzles, dinosaur club, friendship bracelet making and so much more! The staff and students are excited about this adventure in exploring the many talents of Greentree School!!

 In addition, and a source of pride, for Greentree is our continuance of our recognizable and strong community relation programs. We are proud that every student has the opportunity to work on a service learning community project. We began the year working with our local Tim Horton's selling Smile Cookies to raise money for our breakfast and lunch programs. Our Grade 2's fundraise for the Terry Fox Foundation, our Grade 3's support the Heart and Stroke Society through the Jump Rope Program, the Grade 4 classes collect for UNICEF, the Grade 5 classes do Hoops for Heart also supporting the Heart and Stroke Society and the Grade 6 classes organize Operation Christmas Child and backpacks for the Mustard Seed. In addition, Grade 3 classes do multiple projects with our seniors, and we work together with DVSS for projects such as the seniors' Christmas dinner. We are a full-fledged WE School, and are very proud of all of the local and global projects our students and staff organize and participate in. This year, we are fortunate to have had the opportunity to pair with the Drumheller Library on their Revitalization Project. To do this, they received $15000 from Chinook Financial which then allows for public Library staff come to Greentree School 2 hours per school day. We work together to conduct inventory, cull, replenish and reorganize books and also offer programming based on student/teacher needs and interests. This is an amazing opportunity for Greentree School to not only have a beneficial community partnership, but to promote and increase literacy.

This past year, we have implemented new programs, which have also allowed for us to make some physical changes in and around the school. We have based new programs on our vision and mission, as well as Stephen Covey's 7 Habits of Highly Effective People. We continue having monthly assemblies, where we recognize students for all they do. We recognize the different qualities and attributes that make our students outstanding citizens, while teaching and exploring a different virtue/attribute each month. During these assemblies, our Student Leadership Teams play a vital role in planning, delivering, and communicating the assembly agenda and goals. We have removed all of our storage from under the main stairwell and built a reading nook which has been well utilized. We have a

book bungalow where students, staff and parents can give a book, or take a book, and we have added several bulletin boards to show off our students work. We continue to build student leadership, with our Leadership Teams. Students fill in an application form for the team that most interests them, then these leadership teams meet at various times, and then carry out leadership activities around the school. This is an amazing opportunity for our staff and students to show their leadership capabilities, and to really shine in both our school and local community.

On the first day of school, we hosted our second annual Welcome Back Open House. The students and parents came into the gym, where we had multiple volunteers from School Council, our Kindergarten teachers, Educational assistance and a few current students helping students find their teacher and direct them to their classroom. We set up photo booths and McDonald's supplied us with coffee for those who wanted to enjoy one during their visit with staff, parents and families. It was a very relaxing, fun way to start our school year! Parents enjoyed a coffee in the gym, went to class with their child, helped them with their supplies, met the teacher, and then went off to work.

We are blessed with a very active and involved School Council. Their fundraising efforts have contributed significantly to the school and students. They have added to our playground, making it the only fully accessible playground in the Drumheller valley. This allows for more students to play on the equipment, and also for our physically challenged students to be able to play with their classmates. They also have fundraised in order to purchase programs to support curriculum, fund bussing costs for swim lessons, support and operate hot lunch programs, manage our breakfast and hot lunch programs and they help us out with many things on our staff wish lists. They are very supportive of families in need at our school.

I am very proud to be the Principal at Greentree Elementary School. We have a dedicated staff that work extremely hard to ensure that all students have the opportunity to meet their needs, to achieve high academics and to become active, engaged and productive citizens. At Greentree Elementary School we truly are "*Planting the Seeds for Life*!"

I look forward to being part of what the future will bring to all at Greentree Elementary School.

Erin Campbell-Bentley

Building Capacity

1. Effective Leadership
   - ✓ Shared beliefs and a common vision
   - ✓ Insights gleaned from Ainsley Rose and Peter Gamwell
   - ✓ Shared leadership
   - ✓ Research driven practice
   - ✓ Building capacity and a culture of trust
   - ✓ Implementation of the Powerful Learning Model
   - ✓ Fostering teachers instructional efficacy
   - ✓ 7 Habits and Leader in Me (Stephen Covey)

2. Quality Teachers
   - ✓ Job embedded professional learning
   - ✓ Collaborative day groups
   - ✓ Professional development opportunities
   - ✓ Building capacity- Visible Learning (John Hattie)
   - ✓ Mentorship program
   - ✓ TC^2 partnerships
   - ✓ Creating cultures of thinking (Ron Ritchhart)
   - ✓ Professional development plan
   - ✓ Professional growth plans
   - ✓ Learning Commons

3. Quality Programs
   - ✓ On-going intervention
   - ✓ Daily sustained focused instruction
   - ✓ Prioritized curriculum
   - ✓ Clubs
   - ✓ Support of learning coaches
   - ✓ Cooperative and collaborative learning

4. Productive Pedagogy
   - ✓ PLC groups- share and reflect on best practices
   - ✓ TC^2
   - ✓ Student direction
   - ✓ Academic engagement
   - ✓ Growth mindset (disciplined mind)
   - ✓ Self-regulation

5. Resource Management
   - ✓ Commitment of school budget
   - ✓ Access to IMC
   - ✓ Learning Coaches
   - ✓ Professional Learning Communities

6. Supportive School Environment
   - ✓ Parental and community involvement
   - ✓ School Council
   - ✓ Community Partnerships

7. Assessment and Reporting
   - ✓ Formative and Summative
   - ✓ Learner Profile
   - ✓ Practices that encourage, build confidence, bring hope, offer success and trigger smiles
   - ✓ Incorporate the 5 Key Strategies (Dylan Wiliam)
   - ✓ Rubrics and check lists
   - ✓ AFL
   - ✓ Portfolios
   - ✓ Data driven decisions
   - ✓ Strategic instruction

8. Productive Partnerships
   - ✓ Parental support
   - ✓ Community liaisons
   - ✓ PLC time/team meetings
   - ✓ School resource team meetings
   - ✓ AHS
   - ✓ Educational consultants/Connections
   - ✓ Buddy Bench (Rotary Club)
   - ✓ Drumheller chapter Early Childhood Development Coalition (ECDC)
   - ✓ Drumheller Public Library

Combined 2018 Accountability Pillar Overall Summary

Measure Category	Measure	Greentree 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	Safe and Caring	**91.1**	92.0	92.5	**89.0**	89.5	89.4	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	**67.1**	69.9	67.1	**81.8**	81.9	81.7	Low	Maintained	Issue
	Education Quality	**90.1**	91.5	93.2	**90.0**	90.1	89.9	Very High	Maintained	Excellent
	Drop Out Rate	**n/a**	n/a	n/a	**2.3**	3.0	3.3	n/a	n/a	n/a
	High School Completion Rate (3 yr)	**n/a**	n/a	n/a	**78.0**	78.0	77.0	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	**83.2**	78.4	84.0	**73.6**	73.4	73.3	High	Maintained	Good
	PAT: Excellence	**18.9**	14.9	16.7	**19.9**	19.5	19.2	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	**n/a**	n/a	n/a	**83.7**	83.0	83.0	n/a	n/a	n/a
	Diploma: Excellence	**n/a**	n/a	n/a	**24.2**	22.2	21.7	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	**n/a**	n/a	n/a	**55.7**	54.9	54.7	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	**n/a**	n/a	n/a	**63.4**	62.3	61.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	**n/a**	n/a	n/a	**58.7**	57.9	59.0	n/a	n/a	n/a
	Work Preparation	**74.8**	63.5	73.4	**82.4**	82.7	82.4	Intermediate	Maintained	Acceptable
	Citizenship	**88.4**	93.0	90.8	**83.0**	83.7	83.7	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	**66.7**	80.6	74.3	**81.2**	81.2	81.0	Very Low	Maintained	Concern
Continuous Improvement	School Improvement	**75.6**	94.7	82.8	**80.3**	81.4	80.7	Intermediate	Declined	Issue

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
5. 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); and Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted 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 this event.
7. 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; and Social Studies 30-2.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. Participation in Diploma Examinations was impacted 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 this event.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
11. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.
12. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

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 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 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.

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

Category Evaluation

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

Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	71.7	89.7	84.1	78.4	83.2	80	High	Maintained	Good	85	87	90
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	10.1	18.7	16.7	14.9	18.9	18	Intermediate	Maintained	Acceptable	20	23	25

Comment on Results

When looking at the breakdown of questions, we are noting that more students are answering questions requiring critical thinking strategies correctly.

Because of the work done with authentic assessment, critical thinking and Powerful Learning, staff and students are making strides in accepting the role they have in achieving learner independence and results.

Strategies

- Strategic Instruction Strategies identified in the Powerful Learning Model that focus on deeper understanding.
- Collaborative Day sessions including two Grade 6 facilitators
- Focus Groups including Literacy Focus Group
- TC^2 Collaboration
- Methodology – common programing, common vocabulary and common assessment practices
- Early Lit, Early Numeracy, Levelled Literacy, Daily 5, CAFÉ, Jump Math
- Incorporating Critical Thinking strategies
- Parent participation in programs such as Accelerated Reader, Give it a Shot, etc.
- Concentrating on foundational skills
- PLC time (Item analysis)
- Levelled books in both the classroom and the library to accommodate learning
- Professional Development opportunities Jump Math, Math Minds connection, and Pearson Math piloting of Mathology
- Visible learning (John Hattie)
- 7 Habits Stephen Covey
- Leadership Teams
- Peter Gamwell's Leadership to Power Potential professional development series, including Peter Gamwell school visits with our leadership team.

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. 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); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted 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 this event.

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

[No Data for Diploma Exam Results]

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2018	Achievement	Improvement	Overall	2019	2020	2021
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Drop Out Rate - annual dropout rate of students aged 14 to 18	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
High school to post-secondary transition rate of students within six years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			

Comment on Results
(an assessment of progress toward achieving the target)

Strategies

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	82.1	91.0	88.4	93.0	88.4	95	Very High	Maintained	Excellent	93	95	97
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.	73.4	76.0	80.7	63.5	74.8	80	Intermediate	Maintained	Acceptable	80	85	90

Comment on Results

The continued dedication to facilitating strands of the powerful learning model is evidenced in the success of our students. We are proud that our students continue to model the characteristics of active citizenship.
We continue to strive to increase how our students demonstrate attitudes and behaviours that will make them successful, contributing members of society. We continue to implement more leadership opportunities for students this school year, and we are looking forward to our students not only becoming strong leaders, but also building on their attitudes and behaviours that will make them successful at work when they finish school.

Strategies

- Application of the critical thinking model into instruction.
- Achieving Independence
- Paths
- MindUp program
- Social stories
- 7 Habits, Leader in Me
- Weekly Resource Team meetings
- Intramurals, Choir
- Community partnerships
- Goal setting to improve areas of weakness
- Strive for smaller class sizes K-6 and provide support for all students and teachers
- WE school
- International Dot Day
- Community and Social media
- Spirit of Volunteerism
- Fundraising for charities (Haiti, FCC, Salvation Army, Terry Fox)
- Anti-bullying campaigns (guest speakers)
- Assemblies (including Remembrance Day and Christmas)
- SEEDS activities
- Leadership Teams

Notes:
1.   Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2.   Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Outcome Two: Alberta's education system supports First Nations, Métis, and Inuit students' success

(Results and evaluations for First Nations, Métis and Inuit measures are required for Public/Separate/Francophone schools only)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	*	*	*	*	*		*	*	*			
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).	*	*	*	*	*		*	*	*			
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			

Outcome Two: Alberta's education system supports First Nations, Métis, and Inuit students' success (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2018	Achievement	Improvement	Overall	2019	2020	2021
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			

Outcome Three: Alberta's education system respects diversity and promotes inclusion

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
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.	87.4	92.5	93.1	92.0	91.1	94	Very High	Maintained	Excellent	94	95	96

Comment on Results

We continue to strive to maintain an overall achievement of excellence.
We work hard to ensure that our school is welcoming, safe, and caring- always.

Strategies
- Model respect for others
- Virtues and Character Education Programs
- S.E.E.D.S. Assemblies, Virtues in Action
- Website and Facebook , local paper and radio as an opportunity to present to parents more frequently
- Club Days
- Leadership Teams
- Community involvement from RCMP, EMS and Fire department
- Behavioural Learning Coach
- MANDT training for our Educational Assistants
- MindUp , Zones of Regulation and Paths programs
- Anti-bullying campaigns
- Use of our Family Resource Worker
- Breakfast and lunch programs
- Assistance to families in need or in poverty
- School Council support (monetary, volunteers, managing programs)

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
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.	71.9	62.3	69.3	69.9	67.1	80	Low	Maintained	Issue	80	85	90

Comment on Results

In discussions with the teachers, this question was answered in regards to Alberta- not specifically Greentree School. We offer all of the programs listed here, except for the Career studies, as it is a high school option. We also offer many more programs within our program of studies, complimentary courses, and additional options and opportunities such as our Club Day, Intramurals, After School Sports, and choir.
We concentrated on this question last year, when we sent out letters to Grade 4 parents, and we will continue to ensure that this is looked at for Greentree School in terms of what is offered, and if they are satisfied with our opportunities.

Strategies
-Website
-Newsletters home
-Facebook
-Discussions with School Council
-Assemblies- provide information
-Discuss as a staff
-Promote all we do
-conduct parent surveys
-more explanation as to opportunities offered at Greentree

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Outcome Five: Alberta's education system is well governed and managed

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
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.	75.3	72.8	80.8	94.7	75.6	90	Intermediate	Declined	Issue	90	93	96
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	67.1	66.0	76.3	80.6	66.7	82	Very Low	Maintained	Concern	80	85	90
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	96.9	93.8	94.4	91.5	90.1	90	Very High	Maintained	Excellent	92	95	98

Comment on Results

We are extremely concerned with our decline in these performance measures. We provided opportunities for parents to respond to Greentree specific questions this past year, and we will be more specific in our questioning this year in order to receive feedback in these areas. We would like to clarify whether the concerns are based on changes at the provincial level, or if they are at the school and district level.

Strategies

- Greater opportunities for school-parent communication including agendas, Remind App, See Saw, Face Book, Website and individual contact.
- School based survey on parent satisfaction
- School Council liaisons
- Greater opportunities for information sharing with Greentree families
- Continue to recognize parents as Volunteers through our Volunteer Recognition event
- Continue to recognize parent contribution on IPPs, BSP, and Parent Teacher Interviews
- Continue with Educational testing, AHS involvement, and mental health connections
- Welcome Back Open House

Notes:
1.   Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2.   Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

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

	School					Authority					Province				
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	2014	**2015**	**2016**	**2017**	**2018**	**2014**	**2015**	**2016**	**2017**	**2018**	**2014**	**2015**	**2016**	**2017**	**2018**
Overall	82.1	91.0	88.4	93.0	88.4	84.3	84.7	84.0	86.0	85.6	83.4	83.5	83.9	83.7	83.0
Teacher	75.6	94.3	94.7	96.0	95.6	93.5	94.0	94.5	96.3	96.7	93.8	94.2	94.5	94.0	93.4
Parent	92.5	82.6	75.2	85.7	72.0	81.9	81.4	80.1	82.8	82.1	81.9	82.1	82.9	82.7	81.7
Student	78.2	96.1	95.4	97.3	97.6	77.5	78.6	77.4	78.9	77.9	74.5	74.2	74.5	74.4	73.9

Graph of Overall School Results

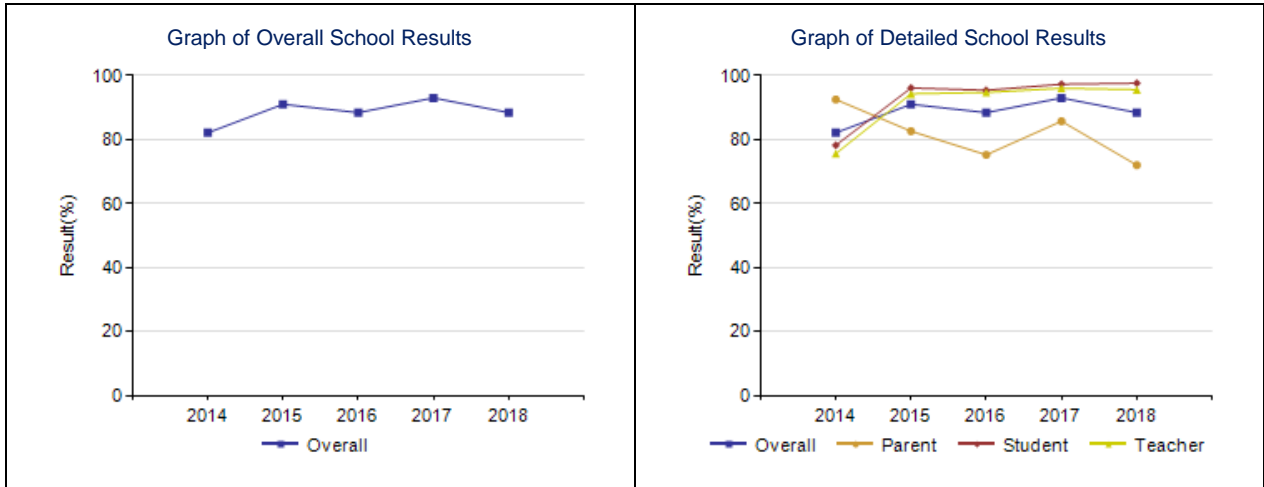Graph of Detailed School Results

Notes:
1.   Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2.   Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Work Preparation – Measure Details

	School					Authority					Province				
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.															
	2014	**2015**	**2016**	**2017**	**2018**	**2014**	**2015**	**2016**	**2017**	**2018**	**2014**	**2015**	**2016**	**2017**	**2018**
Overall	73.4	76.0	80.7	63.5	74.8	82.4	82.5	85.5	82.3	85.1	81.2	82.0	82.6	82.7	82.4
Teacher	61.1	90.5	94.7	84.2	94.1	89.7	92.4	94.4	92.2	94.0	89.3	89.7	90.5	90.4	90.3
Parent	85.7	61.5	66.7	42.9	55.6	75.0	72.7	76.6	72.5	76.3	73.1	74.2	74.8	75.1	74.6
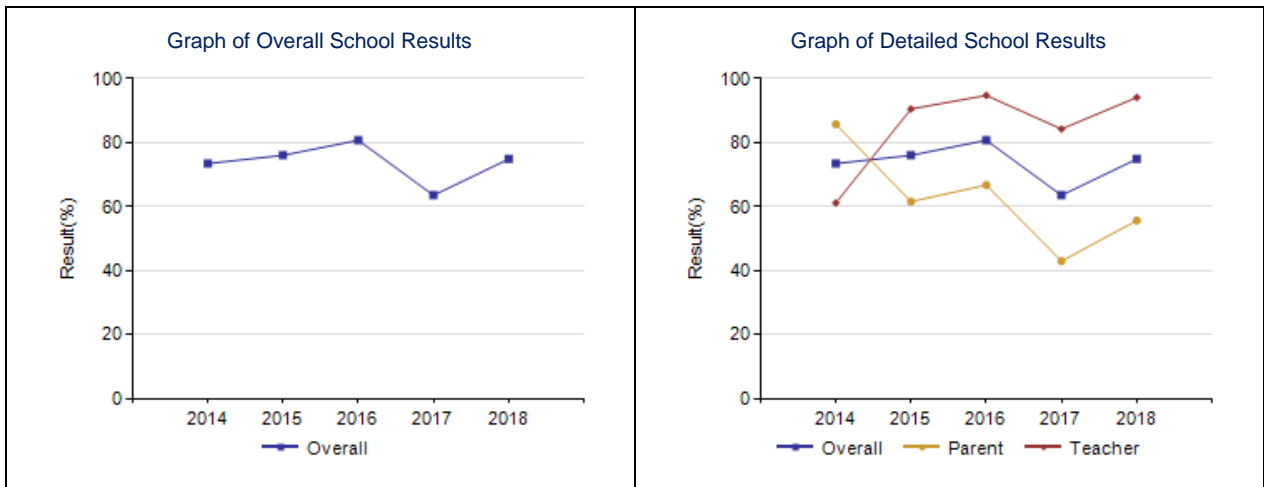
Graph of Overall School Results

Graph of Detailed School Results

Notes:
1.   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

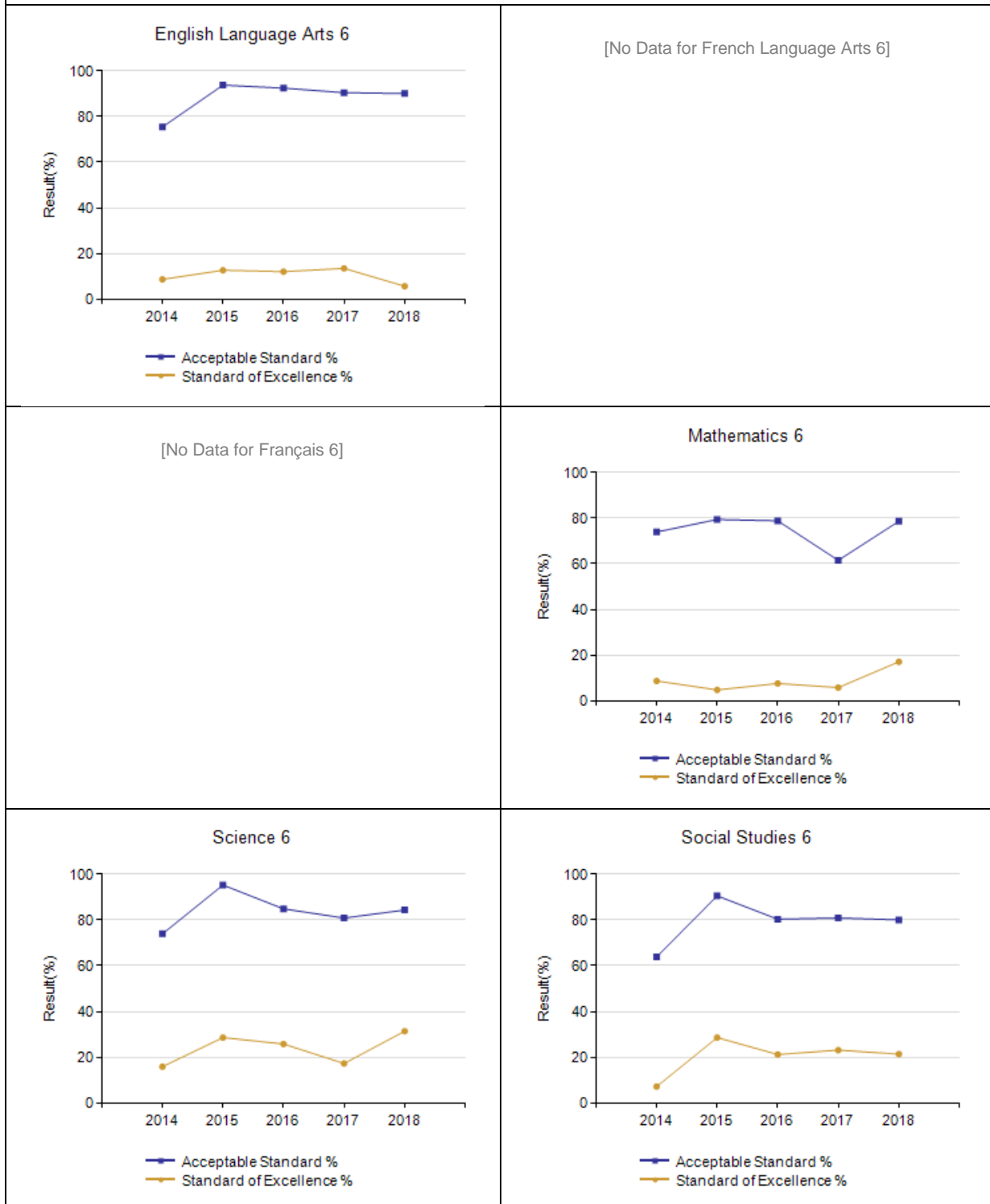| PAT Course by Course Results by Number Enrolled.		Results (in percentages)										Target	
		2014		2015		2016		2017		2018		2018	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	75.4	8.7	93.7	12.7	92.4	12.1	90.4	13.5	90.0	5.7	90	15
	Authority	78.3	10.8	85.7	17.1	84.8	14.0	83.9	14.8	82.0	10.6		
	Province	81.9	17.6	82.8	19.5	82.9	20.4	82.5	18.9	83.5	17.9		
French Language Arts 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	88.0	15.6	87.5	13.6	87.7	14.2	85.1	13.5	85.2	12.3		
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	90.6	17.1	89.0	15.0	91.4	17.2	92.1	21.6	93.3	23.1		
Mathematics 6	School	73.9	8.7	79.4	4.8	78.8	7.6	61.5	5.8	78.6	17.1	80	20
	Authority	69.4	11.5	73.6	9.7	73.9	11.7	64.6	8.4	73.3	11.2		
	Province	73.5	15.4	73.2	14.1	72.2	14.0	69.4	12.6	72.9	14.0		
Science 6	School	73.9	15.9	95.2	28.6	84.8	25.8	80.8	17.3	84.3	31.4	90	35
	Authority	67.7	16.6	79.9	21.9	76.6	22.6	77.6	24.6	76.2	21.8		
	Province	75.9	24.9	76.3	25.3	78.0	27.1	76.9	29.0	78.8	30.5		
Social Studies 6	School	63.8	7.2	90.5	28.6	80.3	21.2	80.8	23.1	80.0	21.4	85	25
	Authority	60.3	9.6	72.3	19.0	70.6	15.0	67.4	17.9	68.1	13.4		
	Province	70.4	16.6	69.8	18.1	71.4	22.0	72.9	21.7	75.1	23.2		
English Language Arts 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	72.7	16.0	74.1	12.1	76.1	15.8	74.9	12.9	75.7	10.3		
	Province	76.3	15.0	75.6	14.4	77.0	15.2	76.8	14.9	76.1	14.7		
English Lang Arts 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	65.9	7.3	70.0	10.0	73.3	10.0	65.9	9.8	69.0	5.2		
	Province	62.8	3.5	63.0	4.5	59.8	6.2	58.8	5.9	55.7	5.9		
French Language Arts 9	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	86.5	11.1	85.8	10.1	83.0	10.8	83.1	11.2	81.4	9.8		
Français 9	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	86.1	17.8	88.5	20.2	86.4	26.8	88.9	26.1	82.7	22.3		
Mathematics 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	62.7	13.2	63.7	14.0	65.1	12.6	65.8	16.1	56.7	10.9		
	Province	67.1	17.3	65.3	17.9	67.8	17.5	67.2	19.0	59.2	15.0		
Mathematics 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	58.5	12.2	53.8	23.1	60.3	25.9	71.4	38.1	70.2	29.8		
	Province	63.4	14.5	60.9	14.4	61.2	13.0	57.5	13.3	57.4	13.6		
Science 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	68.6	15.8	71.6	17.8	73.9	15.4	68.5	16.0	73.3	20.7		
	Province	73.2	22.1	74.1	22.8	74.2	22.4	74.0	21.4	75.7	24.4		
Science 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	57.1	14.3	52.6	10.5	70.7	10.3	74.4	20.5	82.8	8.6		
	Province	64.1	14.9	64.5	15.1	63.8	14.3	63.9	13.3	64.6	12.3		
Social Studies 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	59.1	15.6	65.1	15.0	62.6	13.8	66.4	18.2	64.8	15.9		
	Province	65.5	19.9	65.1	19.8	64.7	18.0	67.0	20.2	66.7	21.5		
Social Studies 9 KAE	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	58.5	12.2	55.0	7.5	58.6	8.6	58.5	12.2	70.9	12.7		
	Province	61.8	10.7	57.3	11.2	58.0	11.6	56.3	12.7	55.2	14.2		
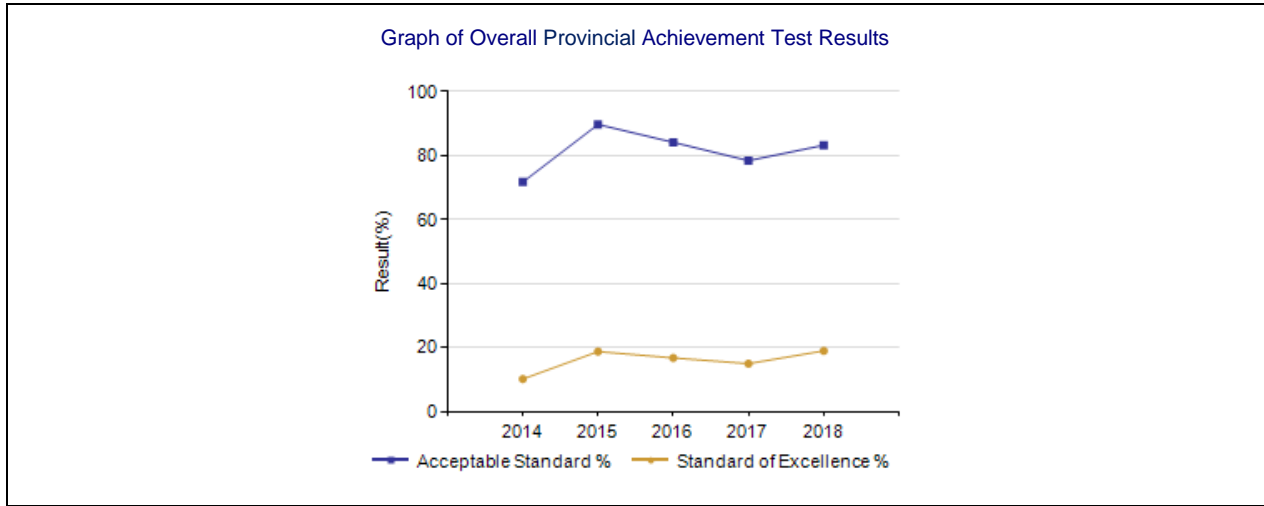
Graph of Overall Provincial Achievement Test Results

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 Provincial Achievement Tests was impacted 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 this event.

Graph of Provincial Achievement Test Results by Course

English Language Arts 6

Legend:
- Acceptable Standard %
- Standard of Excellence %

[No Data for French Language Arts 6]

[No Data for Français 6]

Mathematics 6

Legend:
- Acceptable Standard %
- Standard of Excellence %

Science 6

Legend:
- Acceptable Standard %
- Standard of Excellence %

Social Studies 6

Legend:
- Acceptable Standard %
- Standard of Excellence %

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 Provincial Achievement Tests was impacted 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 this event.
3. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/2017 and Mathematics 9 in 2017/2018, respectively.

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

| Course | Measure | Greentree School | | | | | | | Alberta | | | |
| | | Achievement | Improvement | Overall | 2018 | | Prev 3 Year Average | | 2018 | | Prev 3 Year Average | |
					N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	High	Maintained	Good	70	90.0	60	92.2	51,540	83.5	48,248	82.7
	Standard of Excellence	Very Low	Declined	Concern	70	5.7	60	12.8	51,540	17.9	48,248	19.6
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,326	85.2	3,007	86.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,326	12.3	3,007	13.7
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	611	93.3	528	90.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	611	23.1	528	18.0
Mathematics 6	Acceptable Standard	Intermediate	Maintained	Acceptable	70	78.6	60	73.2	51,486	72.9	48,172	71.6
	Standard of Excellence	Intermediate	Improved	Good	70	17.1	60	6.0	51,486	14.0	48,172	13.6
Science 6	Acceptable Standard	Intermediate	Maintained	Acceptable	70	84.3	60	87.0	51,517	78.8	48,180	77.1
	Standard of Excellence	High	Maintained	Good	70	31.4	60	23.9	51,517	30.5	48,180	27.1
Social Studies 6	Acceptable Standard	High	Maintained	Good	70	80.0	60	83.8	51,525	75.1	48,170	71.4
	Standard of Excellence	High	Maintained	Good	70	21.4	60	24.3	51,525	23.2	48,170	20.6
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46,822	76.1	44,296	76.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46,822	14.7	44,296	14.9
English Lang Arts 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,588	55.7	1,543	60.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,588	5.9	1,543	5.6
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,899	81.4	2,660	84.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,899	9.8	2,660	10.7
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	358	82.7	391	87.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	358	22.3	391	24.4
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46,603	59.2	43,851	66.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46,603	15.0	43,851	18.1
Mathematics 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,049	57.4	1,983	59.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,049	13.6	1,983	13.6
Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46,810	75.7	44,341	74.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46,810	24.4	44,341	22.2
Science 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,528	64.6	1,522	64.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,528	12.3	1,522	14.3
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46,840	66.7	44,267	65.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46,840	21.5	44,267	19.4
Social Studies 9 KAE	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,501	55.2	1,493	57.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,501	14.2	1,493	11.8

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 Provincial Achievement Tests was impacted 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 this event.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/2017 and Mathematics 9 in 2017/2018, respectively.

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. 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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	71.9	62.3	69.3	69.9	67.1	81.2	77.9	79.6	81.1	79.0	81.3	81.3	81.9	81.9	81.8
Teacher	65.5	59.1	73.5	79.7	71.8	85.8	83.5	84.5	87.8	88.0	87.5	87.2	88.1	88.0	88.4
Parent	78.3	65.5	65.0	60.0	62.3	80.6	75.0	77.3	77.7	76.0	79.9	79.9	80.1	80.1	79.9
Student	n/a	n/a	n/a	n/a	n/a	77.3	75.2	77.1	77.7	73.1	76.6	76.9	77.5	77.7	77.2
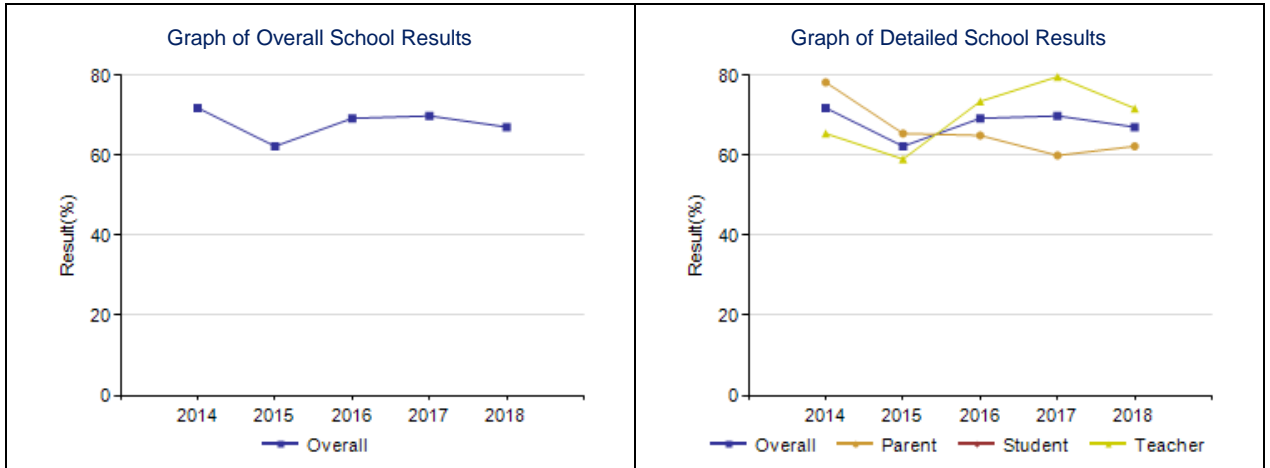
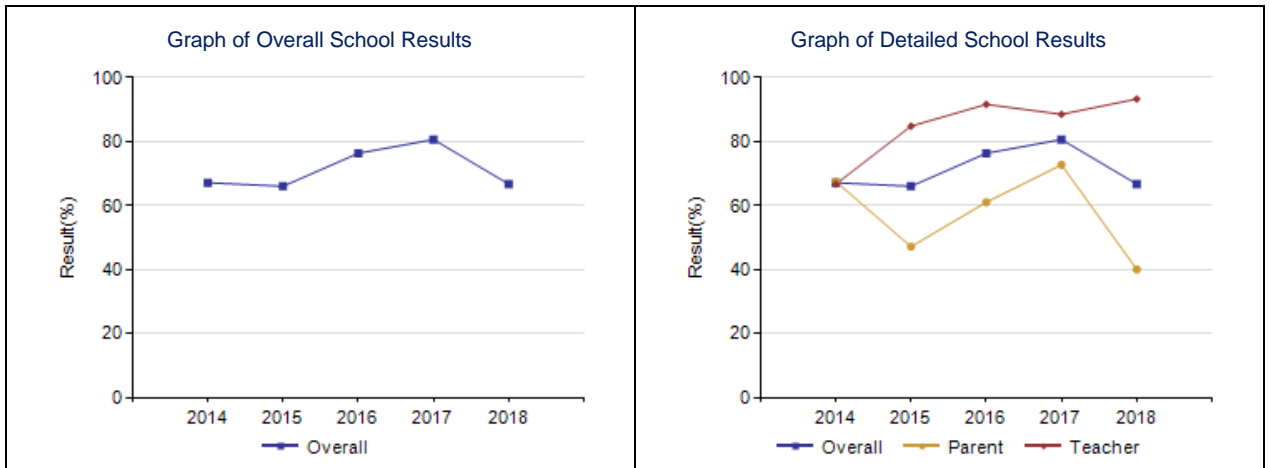Graph of Overall School Results

Graph of Detailed School Results

Notes:
1.   Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2.   Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Parental Involvement – Measure Details

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

	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	67.1	66.0	76.3	80.6	66.7	80.2	79.4	80.3	84.4	81.6	80.6	80.7	80.9	81.2	81.2
Teacher	66.7	84.8	91.6	88.5	93.3	86.1	87.9	87.8	91.5	90.0	88.0	88.1	88.4	88.5	88.9
Parent	67.5	47.1	61.0	72.7	40.0	74.3	70.9	72.8	77.3	73.1	73.1	73.4	73.5	73.9	73.4

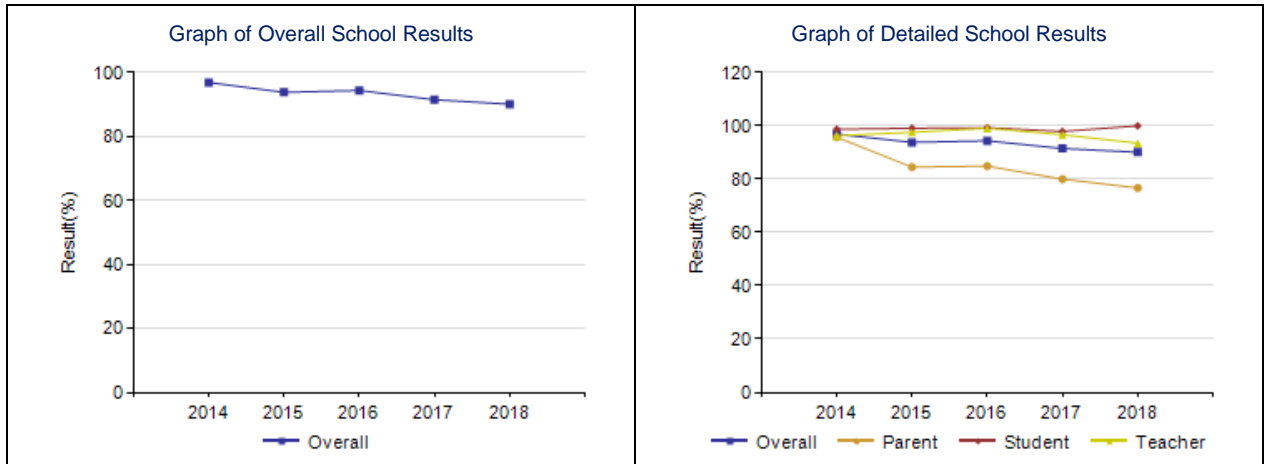Graph of Overall School Results

Graph of Detailed School Results

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

Education Quality – Measure Details

	School					Authority					Province				
Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	96.9	93.8	94.4	91.5	90.1	91.3	90.7	92.1	92.4	92.0	89.2	89.5	90.1	90.1	90.0
Teacher	96.3	97.6	99.1	96.7	93.5	98.1	95.7	98.0	98.3	97.8	95.5	95.9	96.0	95.9	95.8
Parent	95.7	84.5	84.9	80.0	76.7	86.6	86.4	87.9	88.4	87.8	84.7	85.4	86.1	86.4	86.0
Student	98.7	99.1	99.3	97.9	100.0	89.2	89.9	90.5	90.5	90.3	87.3	87.4	88.0	88.1	88.2

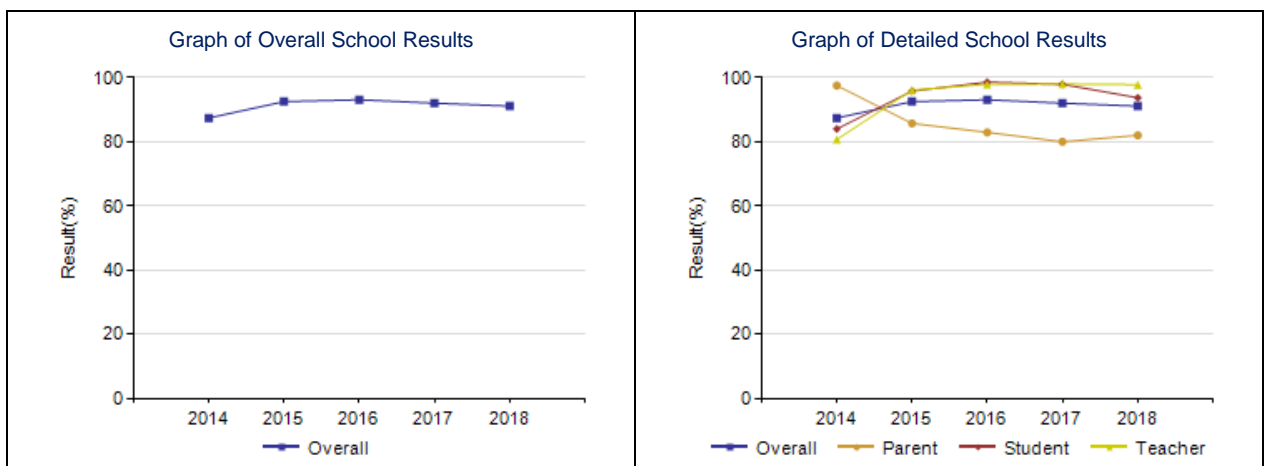Graph of Overall School Results

Graph of Detailed School Results

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Safe and Caring – Measure Details

	School					Authority					Province				
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.															
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	87.4	92.5	93.1	92.0	91.1	90.3	90.2	90.9	91.2	90.6	89.1	89.2	89.5	89.5	89.0
Teacher	80.7	96.1	97.9	98.0	97.8	95.7	95.3	96.7	96.9	97.5	95.3	95.4	95.4	95.3	95.0
Parent	97.5	85.7	82.9	80.0	82.0	89.1	89.6	89.2	90.3	89.8	88.9	89.3	89.8	89.9	89.4
Student	84.0	95.8	98.6	97.9	93.7	86.0	85.8	86.8	86.5	84.6	83.1	83.0	83.4	83.3	82.5

Graph of Overall School Results
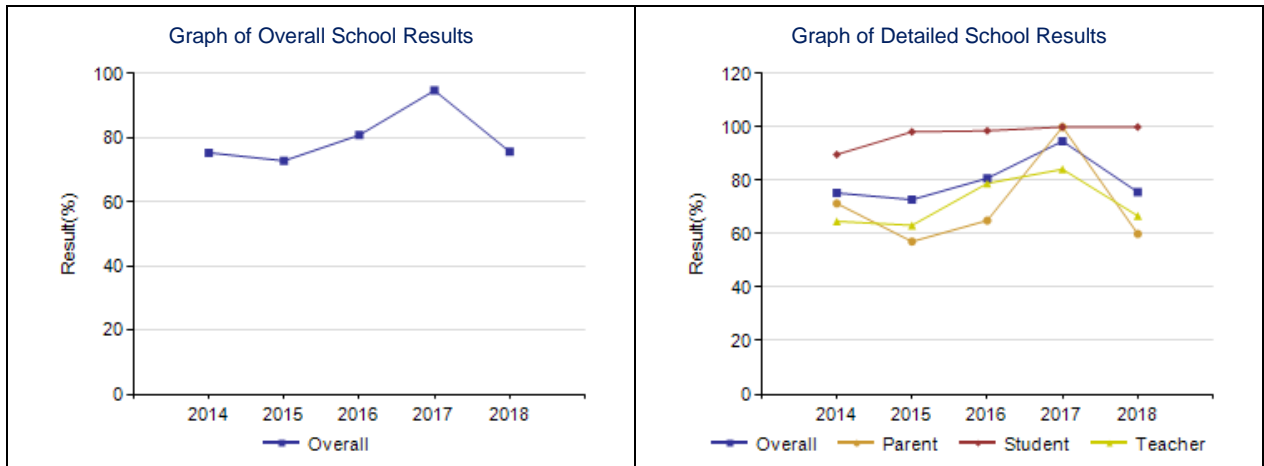

Graph of Detailed School Results

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	75.3	72.8	80.8	94.7	75.6	83.5	82.8	86.3	88.0	83.0	79.8	79.6	81.2	81.4	80.3
Teacher	64.7	63.2	78.9	84.2	66.7	84.2	84.5	90.3	88.5	86.2	81.3	79.8	82.3	82.2	81.5
Parent	71.4	57.1	65.0	100.0	60.0	80.9	78.0	81.7	88.5	79.3	77.0	78.5	79.7	80.8	79.3
Student	89.7	98.2	98.6	100.0	100.0	85.6	85.9	86.8	86.9	83.4	81.2	80.7	81.5	81.1	80.2

Graph of Overall School Results

Graph of Detailed School Results

Notes:

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

Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the