



Peace Regional Outreach Campus

A Holistic Learning Environment

2019 Annual Education Results Report Three-Year Education Plan

Peace Regional
Outreach Campus



flexible learning environment to meet the needs of individual students
accredited high school programming
access to counselling services and cultural supports
a licensed on-site daycare

Visit www.peaceregionaloutreach.ca
or call 780-624-5534
for more information or to register.



Accountability Statement

Peace River School Division #10 subscribes to a combined Annual Education Results Report (AERR) and the Three Year Education Plan (3YEP). This report is a summary of Peace Regional Outreach Campus' achievements for the 2016 - 17 school year and a Three Year Plan for 2017 - 2020. The school has used the results reported in the document to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within it to improve student learning and results.

Foundation Statements

VISION

- To provide an alternative educational program to meet the needs of all students
- To connect "at risk" students to a learning environment
- To provide additional support services to minimize the barriers to education

MISSION

- To provide an alternative learning environment for students for whom the mainstream school setting has not been effective.
- To assist youth in achieving positive personal growth.
- To enable youth at risk of leaving school early to remain connected with a learning/educational environment.
- To facilitate re-entry into mainstream schooling for those young people who desire it.
- To provide youths with skills related to career exploration, communication, community awareness, and self-awareness to promote increased self-esteem and employability.

BELIEFS

Peace Regional Outreach Campus believes that:

- All Alberta youth need an education and an Alberta High School Diploma
- All youth can learn and experience success
- All youth have the right to an education
- Education is key to becoming a productive and responsible citizen
- Actively learning youth benefits the community as a whole
- Youth who aspire to continue and /or complete their high school education must be provided with the support to do so.



. The Student Centered School



School Profile

Peace Regional Outreach Campus

A Holistic Learning Environment

The Peace Regional Outreach Campus serves the student who prefers a non-traditional environment. As of September 30, 2019, we had 119 students and 7 students from other schools taking a single course. These numbers include 20 adult students. There are 3 children in Daycare. However, our numbers will steadily change throughout the year as our transient population moves and other students choose to return to school. Our students are often living independently, may be actively parenting and are likely struggling with a variety of barriers including addictions, mental health issues, anti-social behaviors and their consequences as well as personal and/or family crisis.



To best serve our students, we provide a holistic wrap-around service using the Transtheoretical Model (TTM) to guide our practice. This model supports fundamental change in people. Many of our students have large barriers to overcome requiring fundamental changes in their lives. Our goal is to remove educational barriers so students can successfully complete high school courses and eventually graduate. With the ultimate goal of academic success in mind,

we provide, in addition to our excellent educational staff, the following non-educational services: on-site social worker counselors to listen, advocate and guide students, an aboriginal elder to connect all interested students with aboriginal teachings, a licensed daycare to provide quality childcare enabling the parents to work on their studies, and a bus to transport students.

The bus is equipped to transport Outreach student's children to our daycare as well as in-town students and picks up students from the yellow rural buses.

We provide nutritious food in the form of a daily breakfast, a weekly hot lunch and a well-stocked pantry and refrigerator for snacks and lunches throughout the week. The Daycare provides nutritious snacks and lunch daily. Each student in our program is a success since the vast majority of our population was destined to become academic dropouts. Every graduate is a battle won!



Our three year educational plan reflects the needs of our specific population as we look to a future of many of our students reaching the ultimate goal of an Alberta High School Diploma. Our vision is to catch the students "falling through the cracks", dust them off by assisting them to address their personal barriers to success, and set them on the road to success as healthy resilient citizens!

Combined 2019 Accountability Pillar Overall Summary

Measure Category	Measure	Peace Regional Outreach Campus			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	100.0	98.6	94.5	89.0	89.0	89.3	Very High	Improved	Excellent
Student Learning Opportunities	Program of Studies	88.7	78.2	69.3	82.2	81.8	81.9	Very High	Improved	Excellent
	Education Quality	97.7	91.4	92.0	90.2	90.0	90.1	Very High	Improved	Excellent
	Drop Out Rate	14.2	23.4	21.4	2.6	2.3	2.9	Very Low	Improved	Issue
	High School Completion Rate (3 yr)	14.6	22.4	10.4	79.1	78.0	77.5	Very Low	Maintained	Concern
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	n/a	n/a	73.8	73.6	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	20.6	19.9	19.6	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	83.8	77.4	69.6	83.6	83.7	83.1	Intermediate	Improved	Good
	Diploma: Excellence	24.3	16.1	10.1	24.0	24.2	22.5	Very High	Improved	Excellent
	Diploma Exam Participation Rate (4+ Exams)	0.0	0.0	0.0	56.3	55.7	55.1	Very Low	Maintained	Concern
	Rutherford Scholarship Eligibility Rate	34.4	28.1	18.0	64.8	63.4	62.2	Very Low	Improved	Issue
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	6.8	18.2	9.4	59.0	58.7	58.7	Very Low	Maintained	Concern
	Work Preparation	n/a	100.0	83.3	83.0	82.4	82.6	n/a	n/a	n/a
	Citizenship	98.6	91.1	86.6	82.9	83.0	83.5	Very High	Improved	Excellent
Parental Involvement	Parental Involvement	n/a	90.0	69.4	81.3	81.2	81.1	n/a	n/a	n/a
Continuous Improvement	School Improvement	98.3	97.1	93.7	81.0	80.3	81.0	Very High	Maintained	Excellent

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 (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
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 30-2; 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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
11. 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 that 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
Rutherford Scholarship Eligibility Rate	0.00 - 47.98	47.98 - 55.78	55.78 - 68.95	68.95 - 74.96	74.96 - 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

Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	65.0	57.1	74.3	77.4	83.8	82	Intermediate	Improved	Good	85	86	87
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	10.0	0.0	14.3	16.1	24.3	25	Very High	Improved	Excellent	25	25	25

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2019	Achievement	Improvement	Overall	2020	2021	2022
High School Completion Rate – Percentage of students who completed high school within three years of entering Grade 10.	11.6	9.0	0.0	22.4	14.6	24	Very Low	Maintained	Concern	24	30	35
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	5.8	0.0	0.0	0.0	0.0	0	Very Low	Maintained	Concern	0	0	0
Drop Out Rate - annual dropout rate of students aged 14 to 18	22.8	26.3	14.6	23.4	14.2	17	Very Low	Improved	Issue	10	8	6
High school to post-secondary transition rate of students within six years of entering Grade 10.	0.0	10.0	0.0	18.2	6.8	25	Very Low	Maintained	Concern	10	15	20
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	18.6	7.3	28.1	34.4	35	Very Low	Improved	Issue	40	50	55

Comment on Results

(an assessment of progress toward achieving the target)

- Once again Peace Outreach saw an increase in the overall number of students who have achieved both the acceptable standard (83.8%) and standard of excellence (24.3%) on diploma exams in 2018 / 2019. Not only was there a significant increase in these measures, there was also a significantly greater number of students writing diploma exams in 2018 / 2019, with 28 students writing 37 exams. The average number of students writing diploma exams in the previous 4 years was 25.
- Dropout rate has decreased from 23.4% to 14.2% over the last year.
- The high school completion rate has dropped from 22.4% to 14.6%.

When considering some of these other performance measures, they cannot be used as indicators of the type of successes we see in the Outreach setting. Outreach, by its very nature, is an educational track that provides students to extend the timelines for graduation while supporting them to address obstacles to progress.

Some performance measures targeting success that are tracked at the Peace Regional Outreach include:

- The trend of more students completing core credits each year.
 - There were more core credits earned in 2019 than in previous years.
- The Number of students graduating each year and their demographics.

xx% of our graduates were aboriginal, xx% were parenting and xx% were living independently of their parents

Strategies

- Principal and Councillors will increase awareness of the Rutherford Scholarship when doing Intake and program planning and guide them to achieving requirements of nomination when possible.
- Peace Outreach will continue to offer extensive in house diploma prep for all students who are writing exams in English Social and Math prep in 2020 as well as encourage students to attend divisional diploma prep courses.
- Before September 30th, the principal will review student enrolments and make contact with all students from the previous year that have not yet enrolled to have them do so and collect data on reasons for non-enrolments.
- Continue to ensure equitable student access to devices, technology and to assistive technologies to support student learning.

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. 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.
4. 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.
5. 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.
6. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
8. 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.
9. 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.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	73.1	87.2	81.6	91.1	98.6	87	Very High	Improved	Excellent	100	100	100

Comment on Results

(an assessment of progress toward achieving the target)

- Due to the fact that only 1 out of 4 teachers responded to the survey, their data has been suppressed.
- The percentage of teachers, parents and students who are satisfied that students' model the characteristics of active citizenship has increased from 91.1% to 98.6%.
- Data for the work prep measure was suppressed for the previous year due to low numbers of survey participants

Strategies

- Invite parents to engage with previous results and the language of the survey and to be more direct in pointing out how we foster the attitudes and behaviours that will result in our students being successful at work through social media, newsletters and during Wednesday hot lunch.
- We will continue to work proactively on 'team building' amongst the student body with the continuation of Fun Fridays that include both on-site activities as well as utilizing the facilities in the community, thus having a two-fold effect of raising our profile and creating a culture of support within our student population.
- Continue the partnership with Alberta Health Services Volunteer and Job Shadowing program.
- Incorporate the language used ie; the word Citizenship when doing morning announcements and during discussions with the student body.
- Provide advocacy and mentorship opportunities for students with adults, peers, and older students within the school community.
- Continue to educate, engage, and monitor students on the principles of responsible digital citizenship.

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: First Nations, Métis, and Inuit students in Alberta are successful

(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		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	50.0	*	88.2	81.8	76.9	90	Low	Maintained	Issue	80	85	90
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	10.0	*	23.5	18.2	7.7	25	Very Low	Maintained	Concern	10	15	20

Comment on Results

(an assessment of progress toward achieving the target)

- In 2019, 10 self-declared FNMI students wrote a total of 13 Diploma Exams at the Peace Regional Outreach.
- Peace Outreach did not reach its 2018 target of 90% in regards to overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations in 2018. Acceptable diploma results dropped slightly from 81.8% to 76.9% which represents approximately one student less achieving the standard.
- The percentage of self-identified FNMI students who achieved a standard of excellence on diploma examinations in 2019 dropped from 18.2% to 7.7%. This represents approximately two students less not achieving excellence.

Strategies

- Promote career fair opportunities and in particular indigenous student career fairs to the FNMI student population.
- Incorporate FNMI culture into our daily operations through talking circles and other traditional ways.
- Provide alternative assignments where appropriate allowing students to explore FNMI perspectives in the sciences, social sciences, and language arts.
- Acknowledge and participate in traditional practices including sweat lodges, blanket exercise, hand games, and Orange shirt day.
- Incorporate FNMI admissions requirements and programming into our intake process when planning for post-secondary studies, along with sources for FNMI funding.
- Actively advertise, promote, and participate in the divisional FNMI Graduation Ceremony.
- Continue to provide wrap-around supports for FNMI students to ensure student needs are met.

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 (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. 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.
6. 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.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.

Outcome Two: First Nations, Métis, and Inuit students in Alberta are successful (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2019	Achievement	Improvement	Overall	2020	2021	2022
High School Completion Rate – Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	25.8	13.1	0.0	*	14.5	0	Very Low	Maintained	Concern	10	15	17
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	12.9	0.0	0.0	*	0.0	10	Very Low	Maintained	Concern	5	10	15
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	31.6	28.3	26.3	20.3	19.7	16	Very Low	Maintained	Concern	10	5	5
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	0.0	0.0	0.0	12.6	9.9	15	Very Low	Maintained	Concern	15	20	20
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	20.8	5.3	31.6	14.3	15	Very Low	Maintained	Concern	20	25	30

<p>Comment on Results (an assessment of progress toward achieving the target)</p> <ul style="list-style-type: none"> The Peace Regional outreach has seen a decline in the majority of these measures and did not reach its targets in 2018. There was a continued decline in the Drop Out Rate from 20.3% in 2018 to 19.7% in 2019. This is showing some positive trend towards retaining more students. <p>When considering some of these performance measures, it is our belief that they are not indicators of the type of successes we see in the Outreach setting.</p> <p>Some other Performance Measures that are tracked in house and that do target success at the Peace Regional Outreach include:</p> <ul style="list-style-type: none"> The number of FNMI students registered as of Sept. 30th, 2019 is 52. <ul style="list-style-type: none"> 52 of a total of 120 students were self-declared FNMI. The number of FNMI students successfully completing credits per credit range. Average number of credits earned by FNMI students The Number of FNMI students graduating each year. <p>Strategies</p> <ul style="list-style-type: none"> Staff will work to invite successful, former FNMI students and community members to events within our school to serve as positive role models for our current FNMI student population. Staff will work to make meaningful and relevant connections between the curriculum and the many customs and traditions of our FNMI student population. Implement staff / student engagement groups. Each staff member will be assigned a group of students and challenged to become at least 1 of their positive adult relationships. Before September 30th the principal reviewed student enrollment and made contact with all students from the previous year that have not yet enrolled to have them enroll and collect data on reasons for non-enrolments. Staff meetings will be held weekly to discuss students and progress with plans being put in place for students who will benefit from them. Promote available literature and resources which represents local FNMI cultures as outlined in the TQS.

- Notes:
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 - Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
 - 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.
 - Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
 - 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.
 - Student demographic data used when calculating Student Outcome Measures and Provincial Achievement Tests results was updated in October 2016. This impacted results based on enrolment (e.g., self-identified First Nations, Métis and Inuit), exception (e.g., learning disability) and grant program codes (e.g., English as Second Language students) reported in previous years.
 - 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.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
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.	64.6	64.3	65.4	78.2	88.7	80	Very High	Improved	Excellent	90	95	98

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

- The Peace Regional Outreach has seen another significant increase of 10.5% increase from 2018 to 88.7% in regards to the 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.
- The Peace Regional Outreach does not and has never offered foreign language instruction, drama, or music and these are the measures that bring down our overall results. We do offer Computer instruction, Art, Health and Physical Education. Health and Physical Education are offered in a non-traditional manner.

Strategies

- Communicate with parents and public the entire course offering we do have through social media, newsletters and our webpage.
- Incorporate daily Phys. Ed. into our program offerings utilizing the fitness centre and multi-plex for programming.
- Allow students the opportunity to access the full variety of ADLC course options when considering CTS possibilities.
- Partnership with local colleges and organizations to continue to run career exploration camps and provide a means for CTS opportunities.
- Enhance course options through innovative approaches and technologies to support learning including blended learning opportunities and potential online platforms.
- Attend divisional events and competitions to inspire students to pursue further studies and careers in the fields of science, technology and engineering including the SET conference in November, ELAA career fair, GPRC "student for a day" and others.
- Continue to provide a broad range of learner-centred programming to best meet student needs.

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/TFM (Tell Them From Me) survey tool.

Outcome Four: Alberta’s education system is well governed and managed

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
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.	91.2	92.0	92.8	98.6	100.0	98	Very High	Improved	Excellent	100	100	100
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	86.2	91.6	92.9	91.4	97.7	93	Very High	Improved	Excellent	98	100	100
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	82.9	n/a	48.9	90.0	n/a	90	n/a	n/a	n/a	90	90	95
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.	88.5	95.0	88.9	97.1	98.3	97	Very High	Maintained	Excellent	98	100	100

Comment on Results

(an assessment of progress toward achieving the target)

- There was insufficient numbers in the percentage of teachers and parents satisfied with parental involvement in decisions about their child's education in the 2019 survey.
- The 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 had seen another slight increase from 97.1% in 2018 to 98.3% in 2019.
- 100% of students are proud of their school and would recommend their school to a friend
- The Peace Outreach seen an increase in the percentage of teachers, parents and students satisfied with the overall quality of basic education from 91.4% to 97.7%.

Strategies

- Peace Regional Outreach will hold an open house 4 times per year to try to encourage parents to come into the building and join in conversation.
- The principal will continue efforts to provide an avenue for parents to give input into their child's education.
- Continue to promote and participate in Parents Matter week with activities.
- Enhance existing community partnerships and seek new partnerships.
- Continue to partner with business, industry, local governments, and community service programs to enhance student learning.
- Enhance the use of a variety of communication methods to communicate key messages including training in website management.

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 (OPTIONAL)

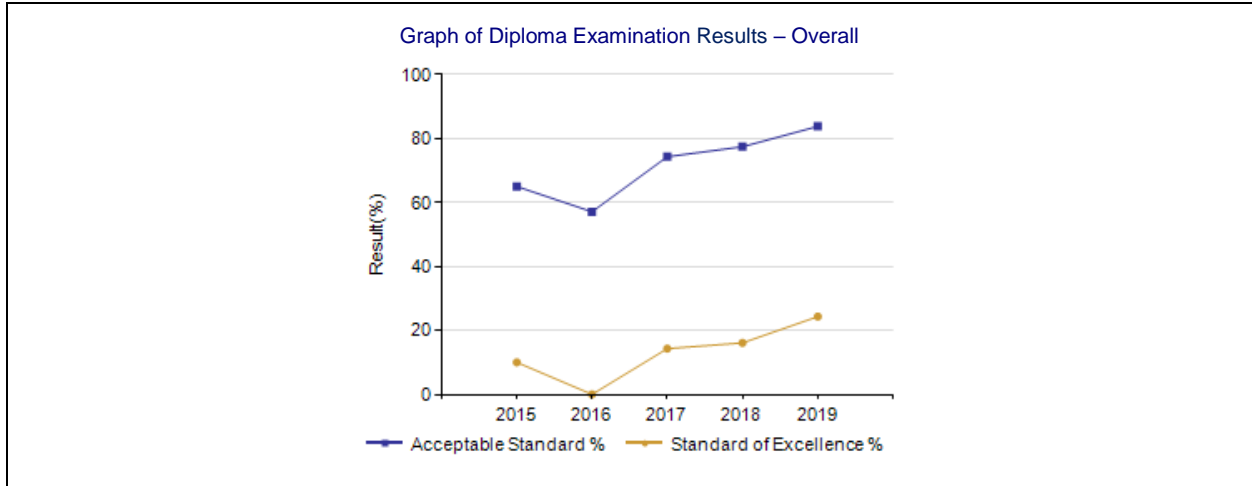
The following pages include tables and graphs that provide detailed data for the performance measures. Schools may include these under each measure/outcome to provide context and help in interpreting the results.

Diploma Examination Results – Measure Details

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2015		2016		2017		2018		2019		2019	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	School	*	*	*	*	*	*	*	*	*	*		
	Authority	90.9	5.1	85.7	3.6	88.6	4.8	93.6	8.5	81.1	10.4		
	Province	86.5	11.4	86.8	10.7	86.5	11.7	87.5	13.2	86.8	12.3		
English Lang Arts 30-2	School	*	*	*	*	100.0	33.3	*	*	*	*		
	Authority	84.9	6.6	87.5	11.1	95.1	7.3	81.2	12.9	90.3	12.6		
	Province	88.6	11.2	89.1	12.3	89.5	11.4	88.0	13.1	87.1	12.1		
French Lang Arts 30-1	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	100.0	0.0	83.3	0.0	*	*	*	*		
	Province	95.5	9.9	93.8	8.7	94.7	9.4	93.8	11.0	91.5	10.1		
Français 30-1	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	95.3	17.1	99.3	20.3	98.1	18.6	97.4	23.0	98.6	29.5		
Mathematics 30-1	School	*	*	n/a	n/a	*	*	*	*	*	*		
	Authority	64.2	13.2	48.5	6.1	43.2	4.5	71.7	22.6	69.2	23.1		
	Province	76.1	31.6	70.7	25.9	73.1	30.7	77.8	35.3	77.8	35.1		
Mathematics 30-2	School	*	*	n/a	n/a	50.0	0.0	*	*	83.3	16.7		
	Authority	56.8	4.5	65.3	6.1	57.1	2.0	67.8	15.3	63.6	10.6		
	Province	73.9	15.5	75.4	16.8	74.7	15.9	74.2	16.4	76.5	16.8		
Social Studies 30-1	School	*	*	n/a	n/a	*	*	*	*	*	*		
	Authority	81.3	7.7	86.6	4.9	79.3	8.0	84.0	9.3	77.8	11.1		
	Province	87.1	16.2	84.9	14.3	86.0	14.8	86.2	17.7	86.6	17.0		
Social Studies 30-2	School	*	*	n/a	n/a	72.7	9.1	87.5	25.0	90.0	30.0		
	Authority	83.8	3.8	72.1	7.0	78.3	7.6	75.5	7.1	67.9	6.4		
	Province	81.3	12.5	81.1	13.1	80.6	12.6	78.8	12.2	77.8	12.2		
Biology 30	School	*	*	*	*	*	*	*	*	70.0	20.0		
	Authority	76.9	14.4	81.1	22.6	73.1	12.0	78.7	22.3	71.3	23.1		
	Province	85.8	33.0	85.1	32.4	84.2	32.3	86.6	36.6	83.9	35.5		
Chemistry 30	School	*	*	n/a	n/a	n/a	n/a	*	*	*	*		
	Authority	65.0	13.3	57.3	12.4	68.3	12.7	66.7	14.3	63.4	19.7		
	Province	82.1	34.2	81.5	34.5	83.1	38.6	83.6	38.3	85.7	42.5		
Physics 30	School	*	*	*	*	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	95.0	20.0	76.0	16.0	73.3	20.0	80.0	17.1	81.8	30.3		
	Province	83.9	35.8	85.8	39.8	85.7	41.8	86.2	43.6	87.5	43.5		
Science 30	School	n/a	n/a	n/a	n/a	n/a	n/a	*	*	*	*		
	Authority	*	*	*	*	100.0	0.0	100.0	33.3	78.3	17.4		
	Province	83.9	26.6	84.4	27.6	84.9	28.4	85.4	31.5	85.7	31.2		

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. 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.
4. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. A written-response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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.
3. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Diploma Examination Results Course By Course Summary With Measure Evaluation

		Peace Regional Outreach Campus							Alberta			
		Achievement	Improvement	Overall	2019		Prev 3 Year Average		2019		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	*	*	*	2	*	n/a	n/a	29,832	86.8	30,091	86.9
	Standard of Excellence	*	*	*	2	*	n/a	n/a	29,832	12.3	30,091	11.9
English Lang Arts 30-2	Acceptable Standard	*	*	*	2	*	9	100.0	16,640	87.1	16,563	88.9
	Standard of Excellence	*	*	*	2	*	9	33.3	16,640	12.1	16,563	12.3
French Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,215	91.5	1,296	94.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,215	10.1	1,296	9.7
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	139	98.6	154	98.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	139	29.5	154	20.6
Mathematics 30-1	Acceptable Standard	*	*	*	2	*	n/a	n/a	19,389	77.8	20,337	73.9
	Standard of Excellence	*	*	*	2	*	n/a	n/a	19,389	35.1	20,337	30.6
Mathematics 30-2	Acceptable Standard	n/a	n/a	n/a	6	83.3	6	50.0	14,465	76.5	14,107	74.8
	Standard of Excellence	n/a	n/a	n/a	6	16.7	6	0.0	14,465	16.8	14,107	16.4
Social Studies 30-1	Acceptable Standard	*	*	*	2	*	n/a	n/a	21,610	86.6	22,179	85.7
	Standard of Excellence	*	*	*	2	*	n/a	n/a	21,610	17.0	22,179	15.6
Social Studies 30-2	Acceptable Standard	High	Maintained	Good	10	90.0	10	80.1	20,758	77.8	20,078	80.2
	Standard of Excellence	Very High	Maintained	Excellent	10	30.0	10	17.0	20,758	12.2	20,078	12.6
Biology 30	Acceptable Standard	Low	n/a	n/a	10	70.0	n/a	n/a	22,442	83.9	22,853	85.3
	Standard of Excellence	Low	n/a	n/a	10	20.0	n/a	n/a	22,442	35.5	22,853	33.8
Chemistry 30	Acceptable Standard	*	*	*	2	*	n/a	n/a	18,525	85.7	18,929	82.7
	Standard of Excellence	*	*	*	2	*	n/a	n/a	18,525	42.5	18,929	37.2
Physics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,247	87.5	9,974	85.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,247	43.5	9,974	41.7
Science 30	Acceptable Standard	*	*	*	1	*	n/a	n/a	9,676	85.7	9,180	84.9
	Standard of Excellence	*	*	*	1	*	n/a	n/a	9,676	31.2	9,180	29.2

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.
3. 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.
4. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. A written-response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.

Measure Evaluation Reference - Achievement Evaluation

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

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

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

Notes:

- The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.

Improvement Table

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

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

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

Overall Evaluation Table

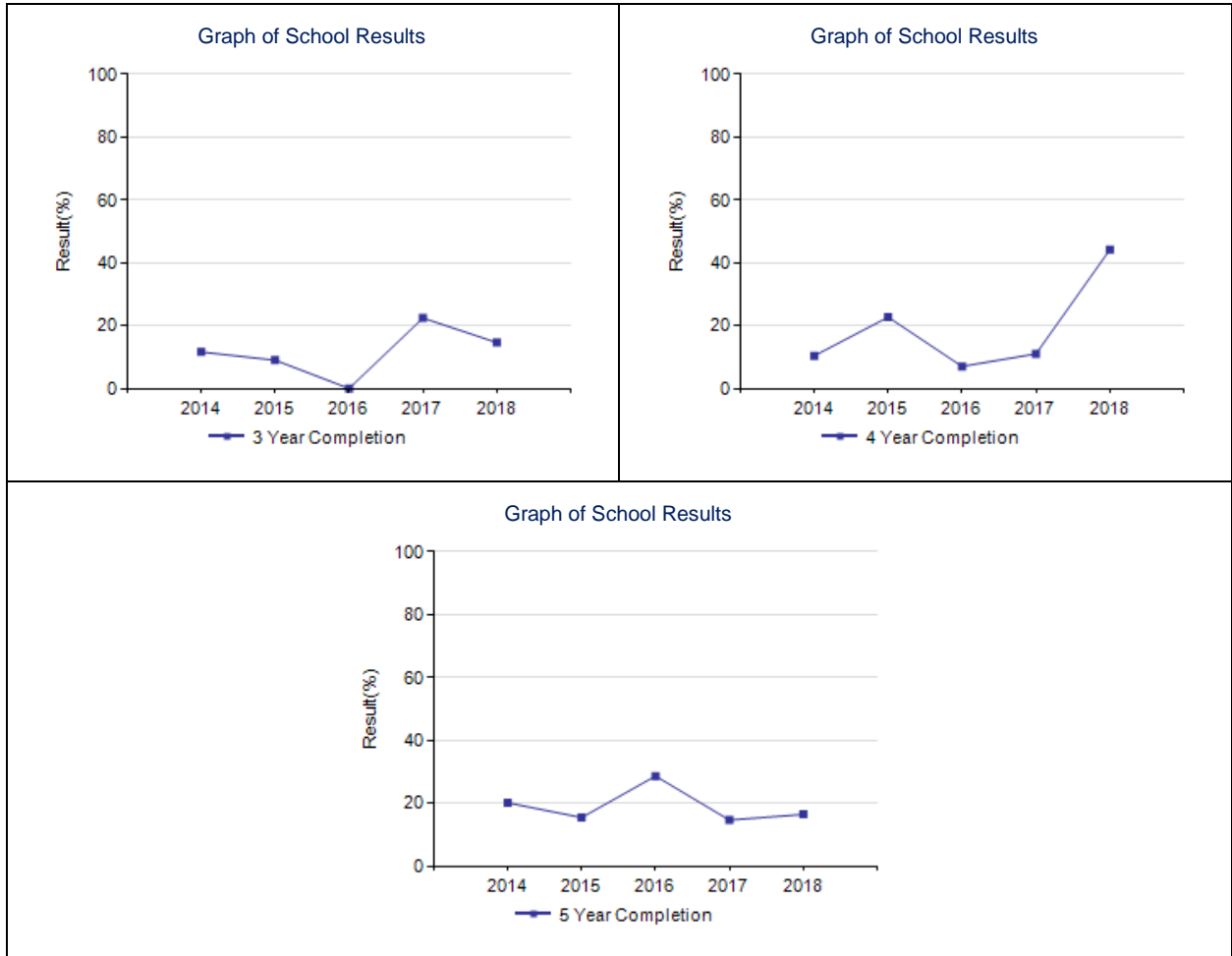
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

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

High School Completion Rate – Measure Details

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

	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
3 Year Completion	11.6	9.0	0.0	22.4	14.6	67.1	69.7	71.1	68.2	70.7	76.5	76.5	78.0	78.0	79.1
4 Year Completion	10.4	22.7	7.0	11.0	44.2	74.4	71.7	74.4	74.8	76.1	79.9	81.0	81.2	82.6	82.7
5 Year Completion	20.1	15.4	28.6	14.6	16.4	78.6	76.2	73.9	75.7	77.2	82.0	82.1	83.2	83.4	84.8



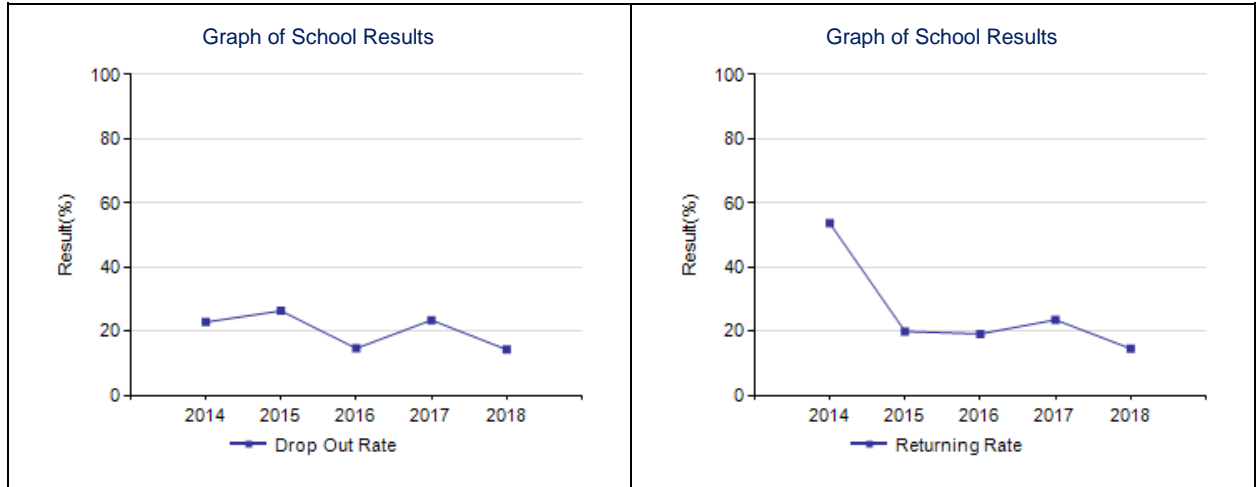
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
3. 2016 results for 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Drop Out Rate – Measure Details

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

	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Drop Out Rate	22.8	26.3	14.6	23.4	14.2	4.5	4.4	3.3	2.9	4.0	3.5	3.2	3.0	2.3	2.6
Returning Rate	53.6	19.9	19.1	23.5	14.5	32.0	9.1	17.3	26.9	15.3	20.9	18.2	18.9	19.9	22.7



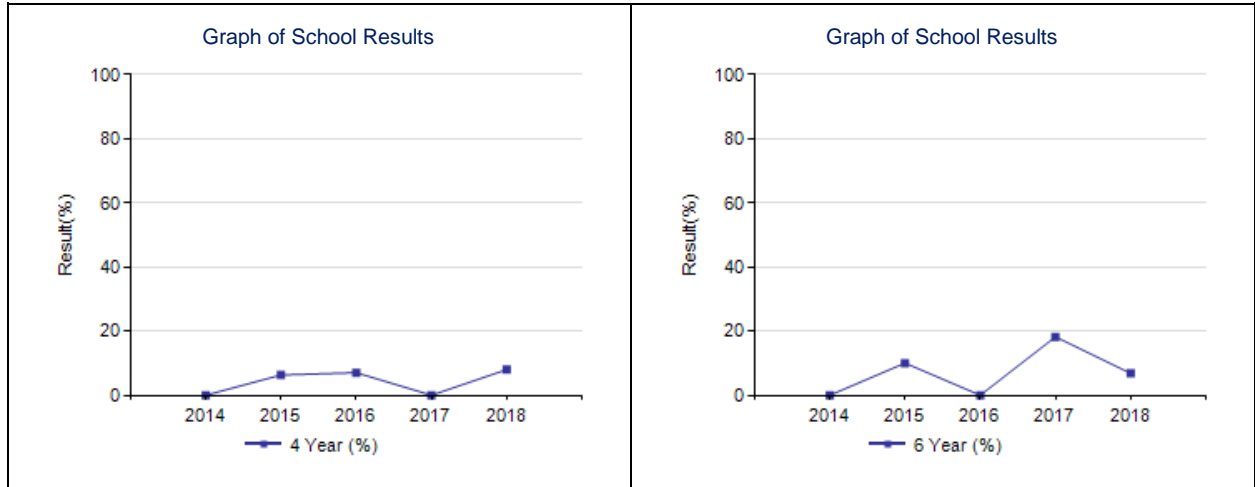
Notes:

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

High School to Post-secondary Transition Rate – Measure Details

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

	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
4 Year Rate	0.0	6.3	7.0	0.0	8.0	31.8	31.8	29.0	33.5	26.4	38.3	37.0	37.0	39.3	40.1
6 Year Rate	0.0	10.0	0.0	18.2	6.8	63.3	55.0	46.5	47.8	43.7	59.7	59.4	57.9	58.7	59.0



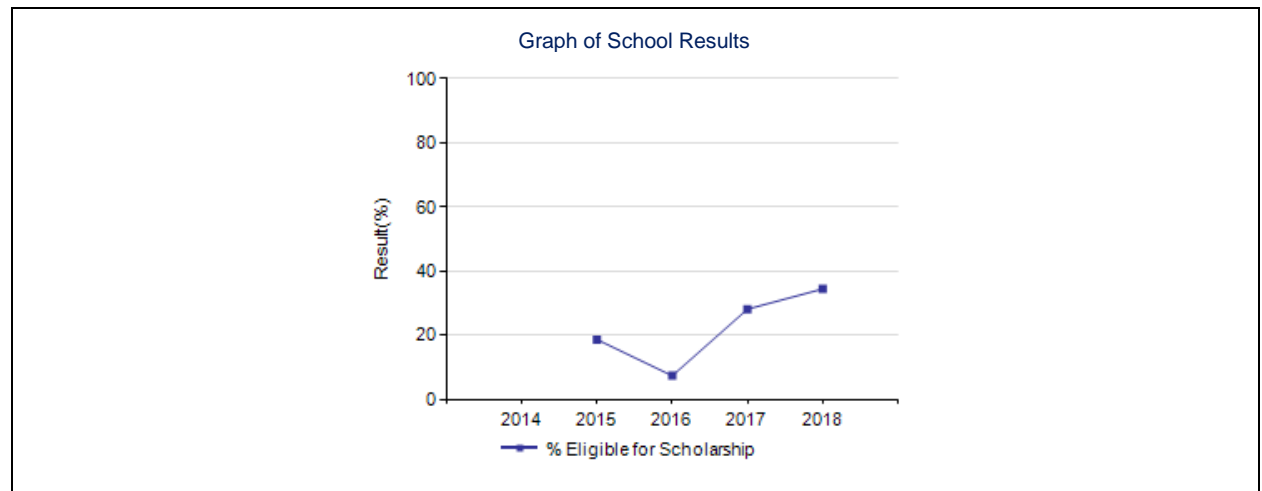
Notes:

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

Rutherford Eligibility Rate – Measure Details

Percentage of Grade 12 students eligible for a Rutherford Scholarship.															
	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Rutherford Scholarship Eligibility Rate	n/a	18.6	7.3	28.1	34.4	n/a	41.0	50.0	53.4	54.2	n/a	60.8	62.3	63.4	64.8

Rutherford eligibility rate details.									
Reporting School Year	Total Students	Grade 10 Rutherford		Grade 11 Rutherford		Grade 12 Rutherford		Overall	
		Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible
2014	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2015	43	8	18.6	4	9.3	2	4.7	8	18.6
2016	41	3	7.3	2	4.9	1	2.4	3	7.3
2017	32	8	25.0	5	15.6	2	6.3	9	28.1
2018	61	15	24.6	14	23.0	7	11.5	21	34.4

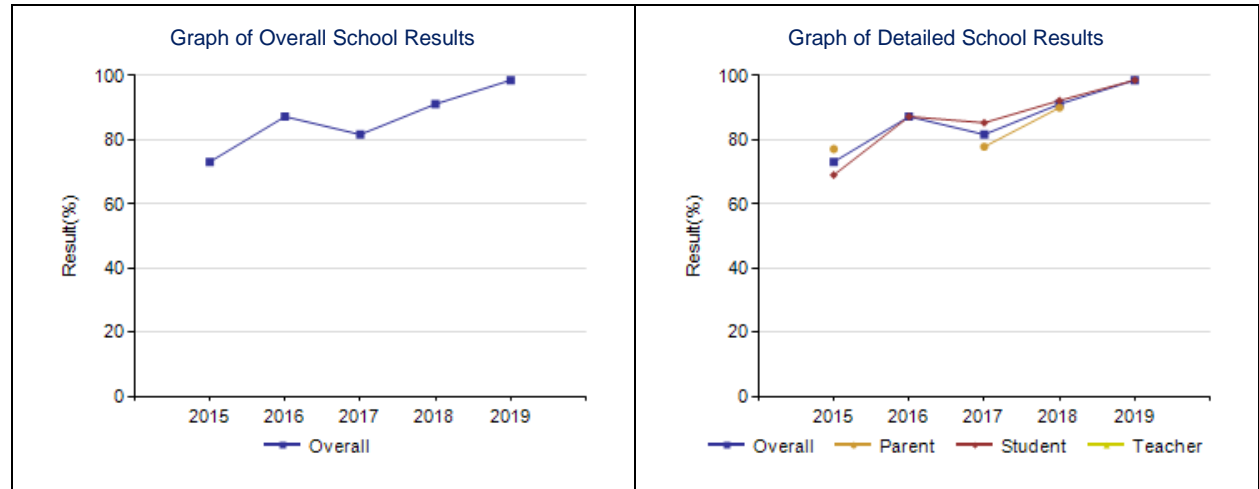


Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
3. 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.

Citizenship – Measure Details

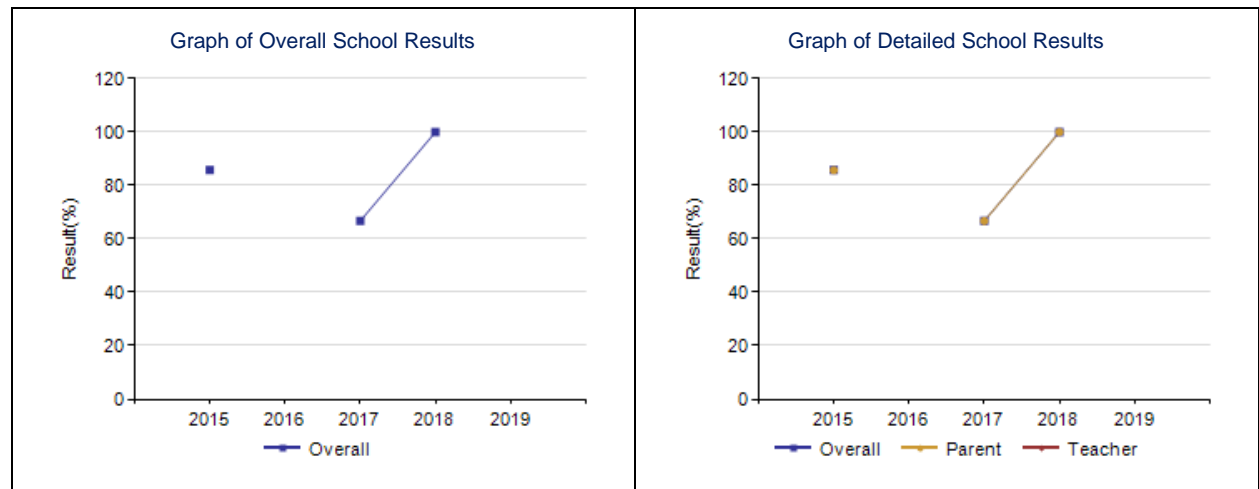
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	73.1	87.2	81.6	91.1	98.6	83.0	84.3	82.0	86.2	85.7	83.5	83.9	83.7	83.0	82.9
Teacher	*	*	*	n/a	*	96.1	96.0	95.1	95.5	96.8	94.2	94.5	94.0	93.4	93.2
Parent	77.1	*	77.8	90.0	*	80.3	82.8	78.3	80.4	77.9	82.1	82.9	82.7	81.7	81.9
Student	69.0	87.2	85.3	92.2	98.6	72.6	74.2	72.6	82.7	82.5	74.2	74.5	74.4	73.9	73.5



- 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

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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	85.7	n/a	66.7	100.0	n/a	85.3	85.6	82.7	84.7	84.0	82.0	82.6	82.7	82.4	83.0
Teacher	*	*	*	n/a	*	93.5	96.0	94.3	95.0	96.6	89.7	90.5	90.4	90.3	90.8
Parent	85.7	*	66.7	100.0	*	77.1	75.2	71.1	74.5	71.3	74.2	74.8	75.1	74.6	75.2

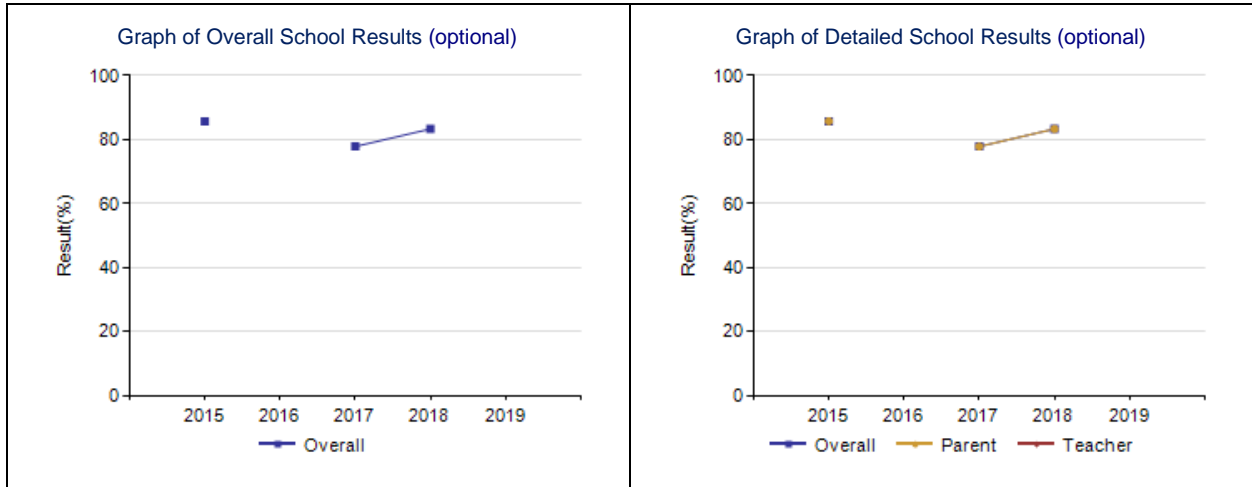


- Notes:
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Lifelong Learning – Measure Details (OPTIONAL)

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

	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	85.7	n/a	77.8	83.3	n/a	74.7	77.2	75.5	77.5	76.2	70.0	70.7	71.0	70.9	71.4
Teacher	*	*	*	n/a	*	81.9	87.2	86.3	91.1	92.7	76.0	77.3	77.3	77.8	78.8
Parent	85.7	*	77.8	83.3	*	67.5	67.2	64.8	64.0	59.7	64.0	64.2	64.8	64.0	64.0



Notes:

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Provincial Achievement Test Results – Measure Details

[No Data for PAT Results by Number Enrolled]

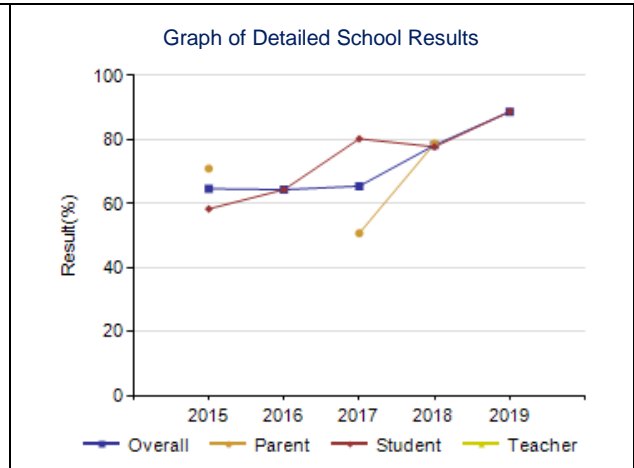
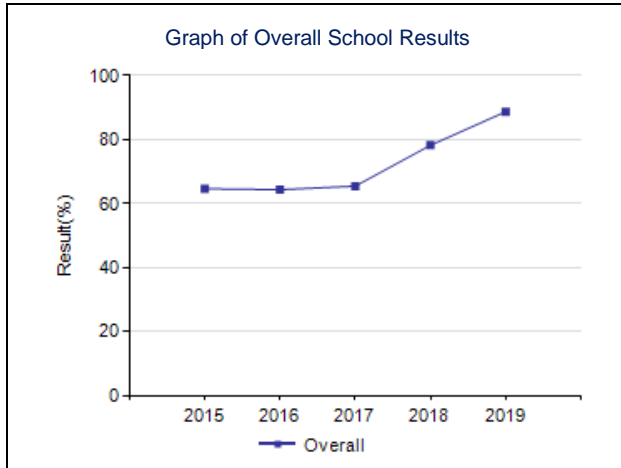
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
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 fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, respectively.

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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	64.6	64.3	65.4	78.2	88.7	77.9	80.4	78.6	82.5	81.1	81.3	81.9	81.9	81.8	82.2
Teacher	*	*	*	n/a	*	86.2	88.2	89.5	92.4	90.7	87.2	88.1	88.0	88.4	89.1
Parent	70.9	*	50.7	78.7	*	79.8	82.8	76.5	76.3	76.0	79.9	80.1	80.1	79.9	80.1
Student	58.3	64.3	80.2	77.7	88.7	67.7	70.1	69.7	78.9	76.6	76.9	77.5	77.7	77.2	77.4



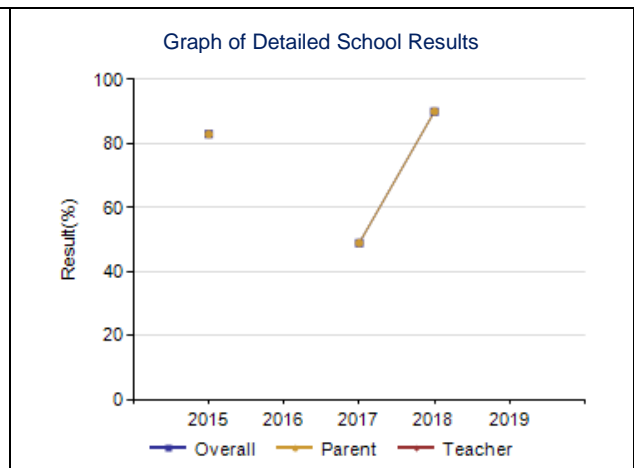
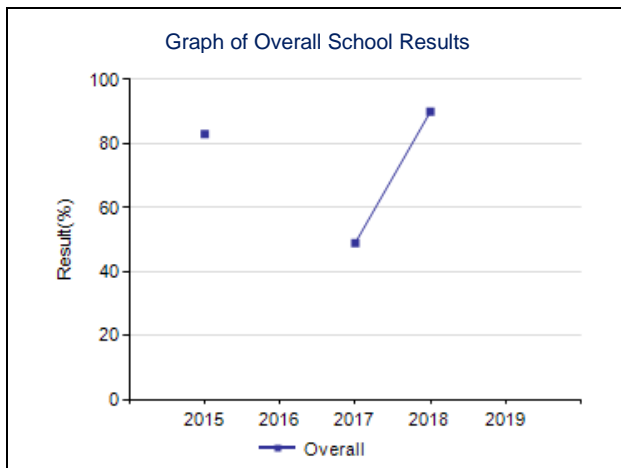
Notes:

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Parental Involvement – Measure Details

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

	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	82.9	n/a	48.9	90.0	n/a	84.7	86.0	83.6	84.2	83.3	80.7	80.9	81.2	81.2	81.3
Teacher	*	*	*	n/a	*	88.4	91.7	92.4	93.0	94.0	88.1	88.4	88.5	88.9	89.0
Parent	82.9	*	48.9	90.0	*	80.9	80.2	74.9	75.4	72.6	73.4	73.5	73.9	73.4	73.6



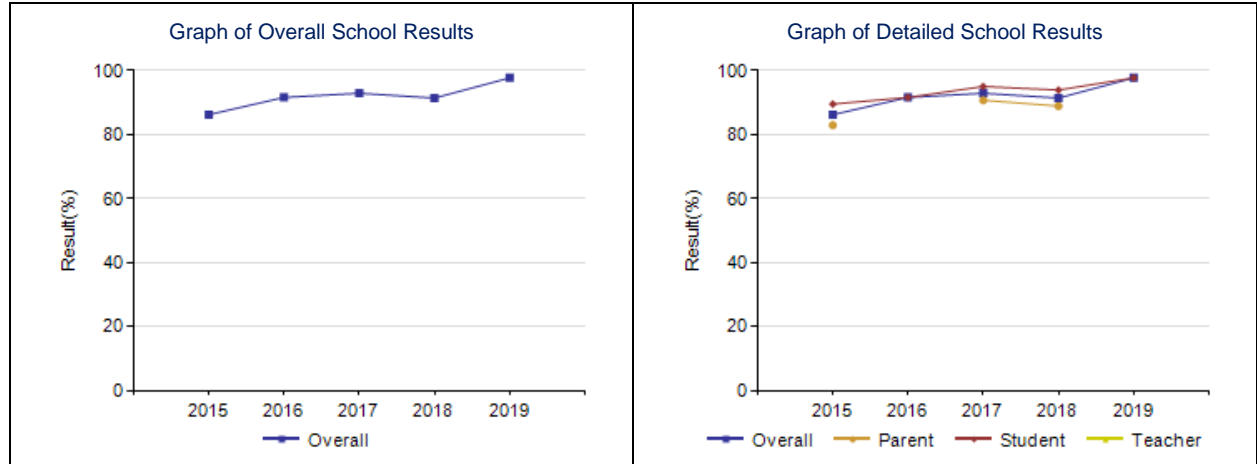
Notes:

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

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

	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	86.2	91.6	92.9	91.4	97.7	89.0	90.0	87.9	91.0	89.9	89.5	90.1	90.1	90.0	90.2
Teacher	*	*	*	n/a	*	97.5	97.2	96.5	97.3	97.7	95.9	96.0	95.9	95.8	96.1
Parent	82.9	*	90.7	88.9	*	82.5	86.9	82.2	84.7	81.0	85.4	86.1	86.4	86.0	86.4
Student	89.5	91.6	95.0	93.9	97.7	86.9	86.0	85.1	90.9	90.9	87.4	88.0	88.1	88.2	88.1



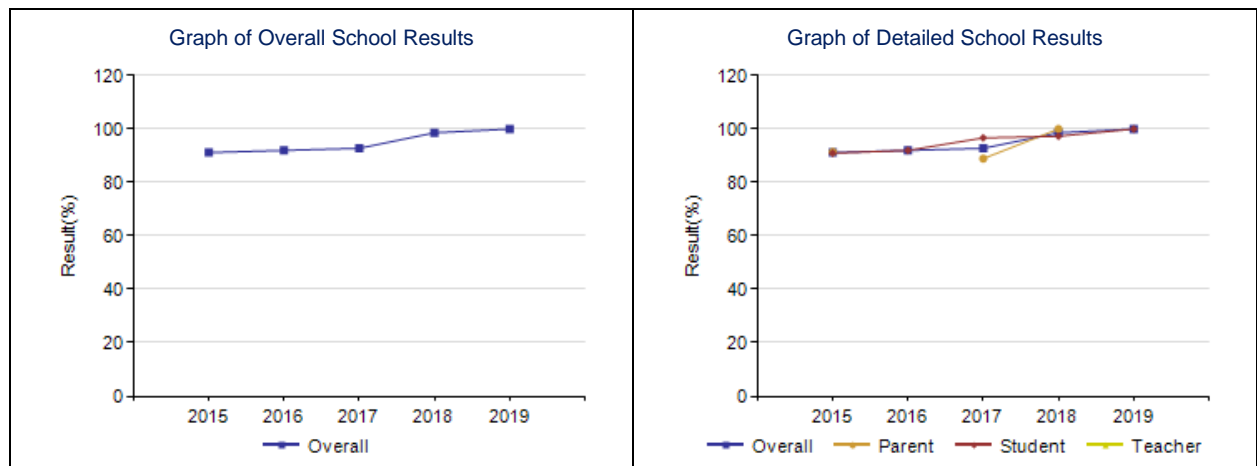
Notes:

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2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.

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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	91.2	92.0	92.8	98.6	100.0	89.5	89.5	86.9	90.4	90.1	89.2	89.5	89.5	89.0	89.0
Teacher	*	*	*	n/a	*	97.0	95.7	95.6	95.6	97.1	95.4	95.4	95.3	95.0	95.1
Parent	91.4	*	88.9	100.0	*	89.1	89.8	84.9	87.6	85.6	89.3	89.8	89.9	89.4	89.7
Student	91.0	92.0	96.7	97.3	100.0	82.3	83.1	80.2	88.2	87.6	83.0	83.4	83.3	82.5	82.3



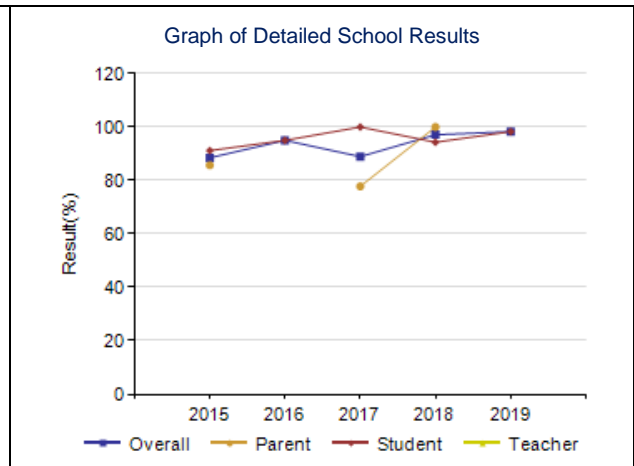
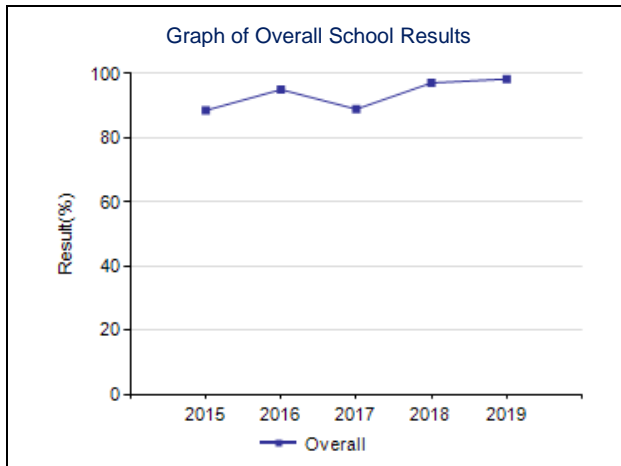
Notes:

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/TFM (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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	88.5	95.0	88.9	97.1	98.3	82.3	84.7	82.5	87.5	84.4	79.6	81.2	81.4	80.3	81.0
Teacher	*	*	*	n/a	*	85.8	90.3	86.5	93.8	93.8	79.8	82.3	82.2	81.5	83.4
Parent	85.7	*	77.8	100.0	*	80.7	82.5	80.9	81.4	74.3	78.5	79.7	80.8	79.3	80.3
Student	91.2	95.0	100.0	94.3	98.3	80.4	81.5	80.2	87.5	85.1	80.7	81.5	81.1	80.2	79.4



Notes:

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