

**Three-Year Education Plan and AERR
for
Breton Elementary
2013 2014**



Vision

We at Breton Elementary desire to create a safe, caring and positive learning environment that develops students who are responsible, have a sense of purpose and act with integrity.

Motto

You can't spell "best" without "B.E.S."

Demographic Information:

Breton Elementary is a K – 6 school with a population of 163 students. Approximately 75% of our students are bused to school from a wide rural area.

Kindergarten – 29

Gr 1 – 17

Gr 2 – 26

Gr 3 – 24

Gr 4 – 21

Gr 5 – 24

Gr 6 – 22

We have total staff complement of 8.5 teachers and 5 EA's.

We are a Leader in Me school and offer a well rounded music program for Grades K – 6.

Program Highlights

Leader in Me:

Breton Elementary is a Leader in Me school. We started this program in the fall of 2012. This is a three year implementation. We are in year two. The three year cycle includes:

2012 – 2013 Year One “Creating a Culture of Leadership”

- I. Vision Training: This one day session, held on August 27, 2012, was facilitated by a representative from the Covey Institute. It allowed staff and community stakeholders to focus what direction we want the school to go and what we want for our students.
- II. Seven Habits Signature training: This is a three day PD which teaches all the staff at the school the Seven Habits of Highly Effective People. Completion of this course will happen by December 2012.
- III. Implementation training: This one day training session gives staff the resources to begin formal implementation with the students. Even though we have started with “soft” implementation in September, the formal implementation training will keep all staff going in the same direction and talking the same language.
- IV. Lighthouse Team training: This training session takes a small group of staff members and gives them a more in-depth knowledge of the program and will help create continuity in the school.
- V. Seven Habits Certification Training: This training session for a small group of staff builds capacity in that we will have existing trainers in the school. If there is staff turnover, we have the ability to train new staff coming in.

2013 – 2014 Year Two: Applying the Tools of Leadership

- I. Student Empowerment Day: This day will help focus students on the use of the seven habits and reinforce the program.
- II. Achieving School Wide Goals: This two day process takes the “Lighthouse Team” from the previous year and works with them to carry forward with the Leader in Me process at the school.
- III. Updating Seven Habits training: We currently have three staff who do not yet have their Seven Habits of Highly Effective People training. We need to ensure that by the end of the school year they have their training completed.

2014 – 2015 Year Three: Maximizing Results

- I. Maximizing results is an all staff workshop that refocuses the school’s vision.
- II. Lighthouse Team training: There is one more session of Lighthouse Team training to help keep the school focused on the program.

To the Leader in Me program, we have also added the Seven Habits in our students agendas as a teaching tool for teachers, parents and students. We are working with our Parent Council to help keep them involved with the process. We are also focusing on school wide goal setting, class goal setting and individual goal setting. We will be choosing several major charitable events during the school year, setting goals at these three different levels, and demonstrating how an individual can make a difference to the collective good. At this point, the events chosen are a) Terry Fox Run / Canadian Cancer Society, Operation Christmas Child, Christmas Wishes, and the local food bank. These projects will help students take the skills they are learning in the Leader in Me program and use them in a positive, effective manner in the community and beyond.

The students at BES will be participating in creating “vision boards” for themselves. The vision boards are a visual representation of what the students are personally passionate about and where they see themselves in the future.

Fine Arts:

We have expanded our fine arts program, particularly in the area of music. From Grade 1 – 6, our students will learn how to play Orff instruments, recorders, ukuleles, guitars and (by Grade 6) perform in a concert band. We also run an extracurricular choir program. In addition, we have extended a music program to include a community band program. The community band meets after school and gives a venue for alumni students to play in a concert band. This program is also open to community members.

Challenges and Opportunities

Overview of Challenges:

We are continuing to try and have effective communication. It is key focus area for Breton Elementary this year. Through analysis of results from last year, we realized that we need to be providing parents with a greater level of communication on what happens in school, student achievement, and also provide for a level of feedback and reflection. The different strategies we are implementing in order to increase communication include:

- formal “meet the teacher” evening in September consisting of presentations on curriculum and assessment given by each classroom teacher
- multiple activity days where parents can freely come and join in
- use of technology to keep parents informed: e mail, website, Facebook, Synervoice
- monthly newsletters and twice monthly newspaper articles
- monthly School Council meetings which provide parents an opportunity to become involved, receive information and provide feedback to the school. We are also encouraging each staff member to attend one School Council meeting per year.

Our second challenge is to try and make School Council a more effective operating body. We have had extremely low attendance at meetings in the 2012 – 2013 school year. Currently, we have not yet been able to hold elections due to low attendance. We are surveying the parent community to collect feedback on this issue and see if we can come up with solutions. The data from this survey will be discussed at the November School Council meeting.

Our third challenge is staffing. We cut a full teacher FTE at the end of the 2012 – 2013 school year in order to come in under budget. This decision has necessitated that the remaining teachers teach more. With the new initiative of guaranteed non instructional time (prep time) for teachers, there has been a loss of tech time and admin time for the school in order to make the timetable functional. Due to a large enrolment in Kindergarten, we did decide to hire a .5 fte kindergarten teacher and create two classes.

B. Results Report/Analysis

In the Accountability Pillar Survey administered in the 2013 school year our results have plateaued.

Our results on the issues of “safe and caring” show a growth of less than 1%. When breaking it down into parent and student responses, parent satisfaction has improved while student and teacher results have slightly declined.

In the area of satisfaction with students accessing a broad range of programming, our results declined by 2%. Parent satisfaction has increased but teacher satisfaction has declined. It is important to note that we stopped offering French as a second language to Grade 4 – 6 in this school year. Our music program, however, has been growing consistently in what we are offering to students.

In the area of satisfaction with the overall quality of education, our results have stayed the same.

In the area of programs for students at risk, our satisfaction rate went down by 4%. Particularly, parent satisfaction in this area declined.

In the area of “students are taught the attitudes and behaviours... successful at work” our results have stayed the same.

In the area of “active citizenship”, there was a decline of 4%. Particularly there were declines in student and parent responses. The questions regarding “following school rules” and “students respecting each other” received the lowest rating in the question cohort.

In the area of “students demonstrating skills for lifelong learning”, the overall percentage went up by 3%. But it should be noted that this area is still an area that needs growth as it is our lowest ranked question.

In the area of “parental involvement in child education” there was a drop of 2%.

In the area of school and jurisdiction improvement our results have stayed the same.

We focused in the 2012 – 2013 school year on three main areas: literacy and numeracy, fine arts and citizenship / Leader in Me. We accomplished

- Fountas and Pinnell implementation which established a base line for reading levels across the school. It has given us starting points for this year and a concrete way of tracking student success.
- Fine Arts programming expanded to include concert band and choir. We attended festivals in the spring. We also arranged for our students to participate in a pottery activity at BHS. We also had a drumming workshop for all students.

- Leader in Me was a huge focus for our school. The primary objective of the 2012 – 2013 year was to train staff in the Seven Habits of Highly Effective People and introduce students to the habits in a “soft” implementation.

Indicators of Success:

Almost all students made gains in their reading comprehension, and some reached the point where they knew if they should be retested at a higher level.

In our music program, there was significant student interest and enthusiasm. We participated in two festivals in the spring and placed well for our first year. We did two public performances that were well received by the community.

There was a decrease in overall discipline problems and students were more often able to use the skills they had learned in the Leader in Me to problem solve issues as they arose.

Trends:

The Accountability Pillar Survey data has plateaued over the past few years. There have been no significant changes in percentile data but the smallest change in percent can move us from one category (IE High, intermediate) to another.

Summary:

We have a couple of data areas of concern. One is parental involvement. We have a goal of rejuvenating our School Council. Attendance has been very low and this trend has continued this year. We, along with some of our regular members, have surveyed the parent community to identify issues which may prevent participation and ways to address those issues.

The other data area was skills and attitudes for the world of work. The Leader in Me program helps focus students on key life skills like personal responsibility, planning, goal setting and collaborative work. This program encourages students to discover and take ownership of leadership roles.

C. School Objectives & Strategies

Objective: To improve parental and student perception of how well we prepare students with the skills, attitudes and knowledge that they need for the world of work. Success would be measured by improved percentages of satisfaction on the Accountability Pillar Survey.

Strategies:

- Leader in Me Program:
 - Formal instruction in the “7 Habits” to teach skills like personal responsibility, prioritizing tasks, setting goals and making plans.
 - Weekly Planning – Teachers guide students in the use of agendas (which are “leader in me” themed) to reinforce the skill of planning ahead and prioritizing tasks that are most important (homework and other commitments) and then fitting in lesser important tasks later. This language is also used on a daily basis in classrooms.
 - Leadership Clubs: We are constantly looking for ways to help students discover their passion/talent and then use it in positions of leadership.
 - Teacher Initiated Clubs – these are clubs that teachers initiate and supervise that allow students to help out with tasks/events that help the school. For example, Safety Patrol, Recycle Club and HAT Team are some clubs that students can participate in that allow leadership and also teach citizenship.
 - Student Initiated Clubs – This year we are allowing students to take initiative in forming clubs or taking on jobs that they feel are important or interesting. This allows students to develop a sense of responsibility as they plan, prepare for and “run” the clubs on their own with minimal teacher input.
- Genius Hour: Two classes have officially implanted “Genius Hour”. This program allows students one hour a week to pursue a research question in an area of personal interest with “no strings attached” except that they have to be able to devise a way to share their new learning with the class. This may be through a demonstration, an electronic presentation, a model, a performance or a poster. Through this program we hope to assist students with developing more risk-taking and ‘entrepreneurial’ skills as they have to be willing to try and fail, develop a new plan and try again, and learn from their mistakes. This also will hopefully better develop students’ skills in managing and organizing information, working collaboratively and communicating effectively, all of which are important skills in the workplace.

D. School PD Plan

Breton Elementary professional development work is divided into several areas which compliments both our school education plan as well as Wild Rose Public School's Three Year plan.

August 26 – Leader in Me Lighthouse Team

August 27 – Teacher based professional learning

August 28 – Ed Camp

Sept 20 – First Aid

Oct 25 – Dr. Ruby Payne / Understanding Poverty

Nov 22 – Leader in Me / Student Empowerment Day

Dec 6 – Divisional day Smart Learning

Jan 31 – ATA day

March 7 – Divisional PD – Ed Symposium, Smart Learning

March 21- Smart Learning (teacher based Professional Growth)

May 16 – Leader in Me – Lighthouse Team

June 6 – Review of School Goals, survey data, planning for the upcoming year

1. Leader in Me
 - a. We are a Leader in Me School and are in year two of a three year implementation process. Three of the school based professional development days will be allocated to a student empowerment day (November 22) and Lighthouse Team training / planning (August 26, May 16). We also have one day, November 21, which will be a Lighthouse Team training day with the Franklin Covey people. Our Lighthouse Team forms a “big rock” PLC group within our school, which meets on a weekly basis. The Leader in Me is foundational to our school's planning and goals.
2. Smart Learning
 - a. We are continuing learning and growing in Smart Learning techniques. The use of smart learning techniques is one of our school goals as it enhances student learning and compliments the new direction set by Alberta Learning. Our December 6 PD day will be devoted to a “refresher” in Smart learning techniques. We will be bringing in staff from other schools (Aurora) to conduct this training session. The March 7 PD day will be divisionally driven and hopefully some staff will be able to attend Smart Learning activities. On March 21, this will be a teacher driven PD day where teachers will have an opportunity to apply the learning the received on March 7th.
3. First Aid
 - a. All staff needs to have their first aid training updated this calendar year. The September 20 PD day is devoted to this. It is also our intention to cover anaphylaxis / epi pen training as well as the use of the AED which is needed for our high medical needs students.
4. ATA

- a. Staff will have the opportunity to attend various workshops being held around the division.
 - b. At BES we will be discussing the Healthy Schools Initiative
 - c. Staff who choose to stay at BES, we will be discussing school based health initiatives, implementation updates to our PE program (boot camp and archery), and reviewing the work our HAT team is doing.
5. Professional Growth Plans
- a. The August 27 PD day will be set aside for teachers to work on their own professional learning based on the needs identified in their professional growth plans.
6. Technology
- a. Every second Monday after school we have a technology PLC group that meets to work with ongoing tech issues. The first item being explored is our school website and how classroom teachers can updated their classroom links to make it a useful communication tool. The second item of discussion is training staff on the use of google and showing the possibilities in the classroom. We will also be training staff on the use of chrome books, when they arrive at the school.

E. Healthy Learning Environments Plan

At Breton Elementary we will continue to address the 3 components of healthy learning environments.

1. Physical:

- Balanced day – even amounts of time between eating/playing times
- “Sharpen the Saw” stations that include a variety of exercise equipment where students can take brief physical breaks to relieve stress or invigorate their bodies
- The addition of archery, broomball, skiing, skating, snowshoeing and swimming to the “regular” phys. ed program to give students a variety of ways to enjoy being active
- HAT Team activities and events such as Jump Rope for Heart, that encourage active participation

2. Nutrition:

- Hot Lunch program
- Gramma Shirley Lunch program
- Structuring “healthier” class parties that include the 4 food groups and limit sweets
- breakfast program
- staff modeling of good eating behaviours

3. Wellness:

- Leader in Me Program
- Big Buddy Program
- After School Program
- Family Wellness Worker
- HAT Team
- Guest Speakers

BES will be perceived as a safe, caring environment which is concerned for the physical, emotional and social well-being of students.

F. Inclusion Plan

Students with diverse needs will receive special programming. Each student will be treated as individuals but will be housed within their own home rooms with their peers. The objective is to meet individual needs with the appropriate supports. Resources included meeting this objective include:

- Family Wellness Worker support
- EA support with instruction and behavioral supports
- PPT meetings weekly to discuss student needs and share ideas
- SLP/OT model of delivery
- SSF support
- Super PPT if needed

As we move forward the Inclusion agenda, our objective is to meet the learning needs of all students. We will provide IPP's and accommodations for students who need them. We will change the environment, not the student. Teachers will need access to resources to provide a good, positive learning environment. The SSF will need to coordinate with the staff to provide services.

Our PPT's will be held weekly. Staff who wishes to bring students forward for discussion will attend as well as any stakeholders. Stage A and B forms will provide a vehicle for discussion and recording of ideas. Ross Greene "issue specific" forms will be used in certain cases. Data from assessments will be used in the discussion to focus our intentions.

The homeroom teacher will be the primary contact for parents. The SSF and FWW will contact parents on an as needed basis in order to get programming and services in place for at-risk students. Their perspective may be completely different from that of the homeroom teacher. Students who are at-risk or below level will have supports put in place including SLP/OT, EA support, modifications, etc.

Attendance is flagged when patterns are seen to be developing. Letters home are the first stage of contact. Print outs of attendance often show parents where the problem areas are (IE lates) and help formulate plans for improvement. However, it should be noted that elementary aged students have little control over their attendance and it is the parents who are ultimately responsible.

Breton Elementary – “Stretch Goal”

Year: 2013-2014

Improvement Question:

Will improving access to technology (google/chrome) improve student engagement and learning at school?

Strategies:

- two class sets of chrome books will be purchased and available for students use before Christmas 2013
- staff inservices will be held on the use of chrome books in the classroom prior to Christmas 2013
- students in grades 4 – 6 will be taught the use of google drive docs and presentations before Christmas 2013
- students in grades 1 – 3 will be taught the use of google drive by June 2014
- students will learn to create visual multimedia presentations as demonstrations of learning
- students will use technology as a research tool
- the use of apps will provide program support

Rationale:

Some considerations:

On what basis have you chosen this focus?

- This focus was chosen for several reasons.
 - technology is constantly expanding and it is a part of 21st century learning
 - technology is a good way of differentiating instruction for students
 - it allows students to work at school or at home
 - it demonstrates alternate uses for handheld devices beyond the usual entertainment purposes
- Staff, students and parents will be affected by this. An engaging learning environment will benefit everyone and should increase student desire to be at school.

Are you addressing root causes or symptoms?

- Creating an engaging and relevant learning environment for students
- This fits in with the “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” goal from the Accountability Pillar survey.

Assessment:

Some considerations:

What data will be analyzed to assess impact?

- Student demonstrations of learning using technology will be used to assess
- anecdotal evidence of students improved interest and engagement
- When will an evaluation be completed? June 2014
- Accountability Pillar Survey is annually held.

With whom will the results be shared?

- Results will be shared with staff and parents.

How will the results be utilized?

- Results will be utilized to focus the staff’s efforts for improvement of the school learning environment.

Breton Elementary “One-Page” Planning Model

Vision: We at Breton Elementary desire to create a safe, caring and positive learning environment that develops students who are responsible, have a sense of purpose and act with integrity.

Mission: You can't spell “best” without B.E.S.

Objectives:

1. Leader in Me – increase confidence and leadership capacity in students and school community.
 - a. Strategies
 - i. Lighthouse Team
 - ii. teacher and student resources
 - iii. mentorship from Franklin Covey
 - iv. ubiquitous displays
 - v. Seven Habits student agendas
 - vi. school wide activities
 - b. Action Plan
 - i. Lighthouse Team created a three year plan for the school with a set schedule and role responsibilities
 - ii. there will be weekly classroom instruction on the Leader in Me / Seven Habits
 - iii. School based PD on
 1. August 26 (Lighthouse Team planning and visioning)
 2. November 21 (Lighthouse Team) and November 22 (all staff) with Franklin Covey
 3. two staff members will attend the Leader in Me Symposium in Edmonton in April 2014
 4. May 16, 2014 (Lighthouse Team review of year's accomplishments and planning for upcoming year)
 5. minimum classroom expectations for implementation have been set for all classrooms
 6. monthly school wide celebrations and recognition events
2. Literacy and Numeracy – support students to achieve grade level or higher achievement in math and language arts.
 - a. Strategies
 - i. Smart Learning strategies utilized in the classroom
 - ii. Fountas and Pinnell school wide assessment
 - iii. school wide reading program
 - b. Action Plan
 - i. staff will attend divisionally based PD for Smart Learning in December 2013, March 2014 and will work collaboratively on March 2014 school based PD day on Smart Learning

- ii. Fountas and Pinnell assessments will be completed in September 2013, February 2014 and May 2014 to show growth in reading fluency and comprehension
 - iii. The school wide reading program promotes reading at home
- 3. Healthy Schools – encourage and model healthy lifestyle choices in the areas of nutrition, physical activity and mental wellness
 - a. Strategies
 - i. increase the variety of physical activities in P.E. classes including weekly boot camp, archery, and swimming
 - ii. create a student HAT team to provide leadership within the school community
 - iii. breakfast program, “church lunches”
 - iv. Leader in Me provides support and strategies for mental well being
 - b. Action Plan
 - i. All students from Grade 1 – 6 will complete swimming lessons
 - ii. Students from Grades 4 – 6 will participate in an archery unit in P.E.
 - iii. All students from Grades K – 6 will participate in weekly boot camp
- 4. Inclusion – to meet the needs of all learners in an inclusive environment
 - a. Strategies
 - i. classroom teachers work with SSF to generate and implement strategies / IPP to allow students to be successful within a classroom setting
 - ii. Work with SLP and OT on new planning and delivery model
 - b. Action Plan
 - i. universal strategies, differentiation of instruction
 - ii. utilizing EA support to benefit as many students as possible
- 5. School based PD – support staff professional development in the areas of Leader in Me / Seven Habits, first aid training, and Smart Learning
 - a. Strategies
 - i. First aid training will be completed by September 20, 2013. Staff will be trained in the use of epi pens and AED in order to meet the needs of our medically fragile students
 - ii. Smart Learning PD will be available to teaching staff for two divisional PD days and one school based PD day
 - iii. Leader in Me PD will involve three school based PD days, as well as incorporating extra PD
 - b. Action Plan
 - i. First Aid was booked using an expert in another school (Ava Kinzel, Evergreen School)
 - ii. In the area of Smart Learning, we are trying to set up a “win-win” with Aurora School staff (Lisa Flesh and Denise Perry) to provide Smart Learning support to BES in exchange for Seven Habits training from our staff.
 - iii. Leader in Me PD has been booked with Franklin Covey.

6. Technology – continue to improve and stay current in the area of technology to improve student learning and communication with parent community
 - a. Strategies
 - i. School based PLC group to discuss and support the use of technology as a communication tool with parents
 - ii. Use of Chrome / Google with students as a learning tool
 - iii. Upgrade of school hardware
 - b. Action Plans
 - i. PLC group meets every second Monday after school
 - ii. Updated school website and updated e mail contacts with parents
 - iii. We would like to purchase a class set of chrome books and a cart for student use.
 - iv. students will utilize various presentation platforms as demonstrations of learning

School PD Planning

1. Identifiable school need(s) this plan will address:

- a) all staff having first aid training including the use of epi pens and AED in order to meet the needs of our high medical needs students.
- b) support for literacy and numeracy through Smart Learning
- c) Leader in Me implementation will address student leadership and citizenship.

2. Activities to be undertaken:

Please see the PD plan listed earlier in the document.

3. Links to 3 Year Plan, AERR, Stretch Goal, Shared Vision of Exemplary Teaching, School Plan:

- Technology and Smart Learning dove tail into the WRSD direction of high levels of student engagement and 21st century learning.
- Leader in Me program links to our Ed Plan and AERR goals which are directed at student citizenship and safe and caring environments.
- First Aid is a necessity and has to be recertified every three years and provides support for our high medical needs students.

4. Participation:

a. Participation mandatory for all teaching staff. EA's are included on PD days where appropriate and fit into the allowed CAAMSE days.

5. Evaluation of work:

- a. What learning do you expect people will experience
 - greater confidence and familiarity with Smart Learning
 - the ability to integrate technology more meaningfully in classrooms
 - greater aptitude in continuing to model for and guide students in the seven habits
- b. How do you anticipate classroom practice will be impacted
 - more evidence of Smart strategies in classrooms
 - more integration of technology in everyday activities
- c. How will you assess whether or not the program has been successful
 - teacher feedback on comfort and perceived level of competency in implementing technology and Smart strategies
- d. Is this a single, or multi-year project
 - multi year

6. Resourcing and Sustainability:

- a. Have you identified the necessary resources to support the initiative(s)
 - Smart tools as well as access to mentors and support people
 - access to current technology hardware
 - access to Franklin Covey support

Combined 2013 Accountability Pillar Overall Summary

Measure Category	Measure Category Evaluation	Measure	Breton Elementary 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	Acceptable	Safe and Caring	84.4	83.7	83.7	89.0	88.6	88.1	Intermediate	Maintained	Acceptable
Student Learning Opportunities	n/a	Program of Studies	77.2	79.4	81.9	81.5	80.7	80.7	Intermediate	Maintained	Acceptable
		Education Quality	90.9	90.1	90.5	89.8	89.4	89.3	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	Good	PAT: Acceptable	87.1	77.0	80.5	79.0	79.1	79.2	High	Maintained	Good
		PAT: Excellence	16.1	18.0	18.9	18.9	20.8	19.9	Intermediate	Maintained	Acceptable
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Work Preparation	72.2	71.4	71.6	80.3	79.7	79.9	Low	Maintained	Issue
		Citizenship	73.3	77.2	73.8	83.4	82.5	82.0	Intermediate	Maintained	Acceptable
Parental Involvement	Issue	Parental Involvement	73.7	75.8	76.6	80.3	79.7	79.8	Low	Maintained	Issue
Continuous Improvement	Good	School Improvement	77.1	77.5	76.0	80.6	80.0	80.0	High	Maintained	Good

Notes:

1. PAT results are a weighted average of the percent meeting standards (Acceptable, Excellence) on Provincial Achievement Tests. The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 3, 6, 9), Français (Grades 3, 6, 9).
2. Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Chemistry 30, Physics 30, Biology 30, Science 30.
3. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
4. The subsequent pages include evaluations for each performance measure. If jurisdictions desire not to present this information for each performance measure in the subsequent pages, please include a reference to this overall summary page for each performance measure.
5. Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).
6. Please note that participation in Diploma Examinations and Grade 9 Provincial Achievement Tests was impacted by the flooding in June 2013. Caution should be used when interpreting trends over time for the province and those school authorities affected by the floods.

Measure Evaluation Reference

Achievement Evaluation

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

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

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 71.50	71.50 - 77.76	77.76 - 84.91	84.91 - 88.69	88.69 - 100.00
PAT: Excellence	0.00 - 11.54	11.54 - 14.60	14.60 - 20.83	20.83 - 26.46	26.46 - 100.00
Diploma: Acceptable	0.00 - 71.28	71.28 - 77.34	77.34 - 84.16	84.16 - 88.87	88.87 - 100.00
Diploma: Excellence	0.00 - 8.77	8.77 - 12.71	12.71 - 19.16	19.16 - 23.03	23.03 - 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 (Revised)	0.00 - 43.18	43.18 - 49.83	49.83 - 59.41	59.41 - 70.55	70.55 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

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

Improvement Table

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

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

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

Overall Evaluation Table

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

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

Category Evaluation

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

Goal One: An excellent start to learning

Outcome: *Children are reaching emotional, social, intellectual and physical development milestones and are ready for school.*

- There are no required performance measures for this goal. Schools are encouraged to incorporate early development data available at the local level.

Comment on Results

(an assessment of progress toward achieving the target)

Our early development data will include the Brigance, OT and SLP screenings.

Strategies

- *We have hired an extra .5fte Kindergarten teacher to create two classes due to unexpected enrolment. WE now have one class of 15 and one class of 14 students.*
- *Both Kindergarten teachers are paired with a mentor KG teacher to ensure strength of programming. Both KG teachers work in collaboration with each other to provide stability in programming.*
- *Kindergarten students are given the Brigance assessment in the first week of Kindergarten to show a base line of knowledge.*

Goal Two: Success for Every Student

Outcome: Students achieve student learning outcomes.

Outcome: Students demonstrate proficiency in literacy and numeracy.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
Overall percentage of students in Grades 3 and 6 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	79.3	72.6	91.9	77.0	87.1	90	High	Maintained	Good	90	90	90
Overall percentage of students in Grades 3 and 6 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	15.5	14.5	24.2	18.0	16.1	15	Intermediate	Maintained	Acceptable	20	20	20

Comment on Results

(an assessment of progress toward achieving the target)

When an aggregate of results including students who are exempt from writing or absent are including, these results count as a “zero” towards the overall score. Exemptions are given when a student is not able to write the exam or when writing the exam would not be in the best interest of the student and the individual program they are on. Absences are beyond our control at the school level.

Our individual PAT exam results **BASED ON THE NUMBER OF STUDENTS WRITING** are important data to be considered. They are

Grade 3 Language Arts:

- 19 students wrote the exam.
- 80% met the acceptable standard
- 5% met the standard of excellence
- 78.9% met the acceptable standard in reading comprehension
- 52.6% met the standard of excellence in reading comprehension
- 94.7% met the acceptable standard in the writing portion

Grade 3 Mathematics

- 19 students wrote the exam
- 90% met the acceptable standard
- 45% met the standard of excellence

Grade 6 Language Arts

- 21 students wrote the exam
- 95.2% met the acceptable standard
- 14.3% met standard of excellence
- 81% met the acceptable standard in writing
- 95.2% met the acceptable standard in reading comprehension

Grade 6 Mathematics

- 21 students wrote the exam
- 85.7% met the acceptable standard
- 4.8% met the standard of excellence

Grade 6 Social Studies

- 20 students wrote the exam
- 85.7% met the acceptable standard

4.8% met the standard of excellence

Grade 6 Science

20 students wrote the exam

85.7% met the acceptable standard

28.6% met the standard of excellence

Looking at these results is fairer than the results in the accountability pillar report. We had two students who were exempt and it is not fair that these create “zeros” in the overall average. We also have some students who receive accommodations in their tests (IE reader, scribe) and these are not considered as variables in the data for the accountability pillar results.

Our results show strength in reading comprehension and improvement in the area of writing. PAT results are analyzed to help develop stronger and more focused teaching of curriculum.

Our targets for this an upcoming years are set knowing we will have students who will receive accommodations and exemptions for PAT’s. Therefore there is the chance there will be a “zero” mark factored into our results.

Strategies

- We use the Fountas and Pinnell assessment tool three times per year to show growth in reading proficiency. We use guided reading and Literacy Place resources in classrooms which are aligned with Fountas and Pinnell.
- Continue to implement Smart Learning techniques within the classrooms to increase student acquisition of learning strategies as well as increasing student engagement. This will allow us to reach a broader range of ability levels in one classroom.
- Use Words Their Way spelling program to increase student facility with spelling and its use within the writing process.
- Teachers will continue to use outcome based assessment and reporting.
- Assessment data of the PAT’s will be analyzed for areas of strength and weakness to help teachers target their efforts with students.
- Precision reading will be implemented for as many students as possible who are not reading at grade level (based on base line testing in the fall).
- EA support is provided where possible to assist small groups for reading and word work.
- We make sure students who require support/accommodations for Provincial Achievement Tests receive them.

Outcome: Students demonstrate citizenship and entrepreneurship.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	77.4	71.1	73.0	77.2	73.3	80	Intermediate	Maintained	Acceptable	90	90	90
Percentage of teachers and parents who agree that students are taught attitudes and behaviors that will make them successful at work when they finish school.	69.4	68.3	75.0	71.4	72.2	80	Low	Maintained	Issue	80	90	90

Comment on Results

(an assessment of progress toward achieving the target)

While our results for the first question are lower than our target, we still have maintained and intermediate level of result. For the second question, we have still not met our target.

We were in the first year of implementation of the Leader in Me program which dove tails both of these areas: active citizenship and attitudes and behaviors to make students successful.

Strategies

- Continuation of “The Leader in Me” program, encouraging personal responsibility and leadership. Expanded opportunities for student leadership and participation in the school as well as individual classrooms (Recycle Club, Safety Patrol, Hat Team, classroom leadership roles and responsibilities). The Leader in Me program will teach students the skills to be effective citizens, and managers of their own decisions, behaviors and attitudes. The program focuses on first developing habits that give students a “private victory” (managing themselves) by teaching them skills to take responsibility for their actions and attitudes, set goals and prioritize activities in their lives. Next, the program helps students develop the skills for “public victory” – how to foster positive relationships with others through empathic listening, positive problem solving and powerful cooperation skills. Our goal is that they will be able to apply these skills to their everyday lives both at school, home and in the community. Leadership will be celebrated on a weekly basis at the school recognizing students who are practicing the seven habits of highly effective people. The Leader in Me program is a three year project and this is year two of three. As the Seven Habits of Highly Effective People is a program that is used in many business and corporate settings, we are hoping this will address teaching students the attitudes and behaviors that will make them successful at work when they finish school. We will also be including in our language references to how these skills will make a person successful in any environment, not just the school and that these habits embody citizenship.
- Allowance for more “student initiated” clubs and activities, with the onus on students to plan, prepare and “run” the events.
- School-wide on assisting a variety of charities throughout the year, incorporating the skills of setting school goals, classroom goals and individual goals. This builds an understanding for the power of personal contribution towards a bigger cause.
- Genius Hour is being implemented by 2 classrooms – self-chosen, self-motivated research/learning. Encouraging curiosity, risk-taking information processing and presentation skills – project based learning.
- Mentorship and social interaction groups will be used to assist students who do not have adequate social and citizenship skills. Big Buddy/adult mentorship program will target students with the highest needs in this area. Community volunteers will work with students twice a month and engage them in positive social interactions. Our FWW will create social interaction groups to deal with specific social skill issues – IE girls groups to deal with relational aggression.
- Positive citizenship skills will be promoted and celebrated: IE wasteless lunch challenge, recycle

club presentations, Leader of the Week celebrations at assemblies.

- Roots of Empathy will be continued (Shellie Jones facilitating) in Grade One. Roots of Empathy yearlong program with teams one grade with a mother and baby from the community. The students get to watch the baby develop as milestones pass and watch the empathic relationship between mother and child.
- Behavior / discipline data is consistently recorded. We are recording this data again this year and see if our Leader in Me program decreases inappropriate behaviors.

Goal Three: Quality teaching and school leadership

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
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.	70.6	84.2	82.1	79.4	77.2	85	Intermediate	Maintained	Acceptable	85	85	85

Comment on Results

(an assessment of progress toward achieving the target)

Our result is lower than our target and seems to be plateaued. In analysis of the data, the parent cohort has rated BES low in this area. We know that FSL has been requested by several parents.

Strategies

- Continued work with SmartLearning through Division PD and access to other mentor teachers.
- Genius Hour – focus on student engagement through personal choice and exploration of an area of passion/interest.
- Purchase of Chrome Books to use Google apps to integrate technology in different and more authentic ways.
- Community Band available for BHS students as well as BES students.
- Our physical education program will be enhanced this year. A greater variety of teachers will instruct. Archery will be included in the Grades 4 – 6 P.E. program as four staff have been trained as archery instructors. We will also continue to run the No Excuses Boot Camp once a week to help students acquire functional fitness and strength that allows them to enjoy everyday activities. We are also including broomball as an extra PE activity. We have skating and swimming programs running annually. We also operate boot camp for students during the cold weather.
- Our Health Action Team, both staff and students, will be involved in promoting and demonstrating healthy life styles to everyone at the school. We operate a breakfast program daily and promote healthy eating through modeling.
- We have “Sharpen the Saw” stations around the school (which consist of a variety of exercise equipment) to encourage students to take a brain break and exercise periodically throughout the day.

Goal Four: Engaged and effective governance

Outcome: The education system demonstrates collaboration and engagement.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	75.7	74.4	79.5	75.8	73.7	80	Low	Maintained	Issue	80	80	80
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	88.2	86.9	94.5	90.1	90.9	85	Very High	Maintained	Excellent	90	90	90

Comment on Results

(an assessment of progress toward achieving the target)

Our results on the first question are low. The question regarding parental involvement in the school is the lowest. We are currently struggling to bring parents to our School Council meetings. This is a goal for the 2013 – 2014 school year. We are also endeavoring to encourage more parents to be involved in the daily life of school by volunteering.

Strategies

- make sure IPP meetings are held on a regular basis (reporting periods)
- need to increase attendance at School Council
- need to celebrate volunteers in our school (Xmas concert seating, etc.)
- promoting parental involvement to encourage parents to contribute their perspectives and suggestions on how to keep improving the educational experience at BES.
- planning presentations / speakers on topics of interest / concern to parents to demonstrate our attentiveness to their needs / concerns
- Leader in Me – we involved the parents and community stakeholders in the decision to implement the program, had parents / stakeholders at the visioning day. We provide monthly updates / discussions at School Council to collaborate with parents on the process of implementation and listen to feedback.
- being proactive about parental concerns / confusion in regards to the reporting of student
- being proactive in communication with parents on emergent issues (IE discipline)

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	84.9	82.2	85.2	83.7	84.4	85	Intermediate	Maintained	Acceptable	85	85	85
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.	70.8	75.3	75.2	77.5	77.1	80	High	Maintained	Good	80	80	80

Comment on Results

(an assessment of progress toward achieving the target)

Our results in the safe and caring category have been maintained. However, one question “do students respect each other” is consistently low and has been over several years.

Strategies

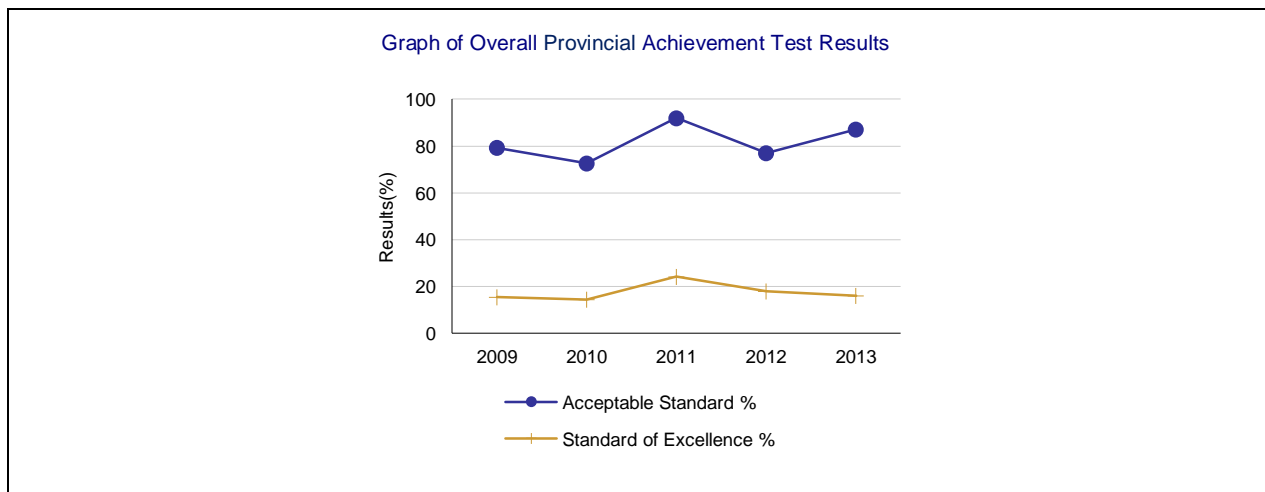
- Leader in Me Program – continued reinforcement of the importance of personal responsibility and teamwork
- Safety Patrol and other leadership clubs
- Breakfast Program plus new “Healthy Eating” Initiative
- monthly assemblies to share important points
- class meetings/student meetings to discussing important issues – provide an voice
- cross graded activities (IE Kindergarten buddies) to develop a sense of school community
- community based mentoring program “Big Buddies” to target students with lower self-esteem and give them positive adult roles model.

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.

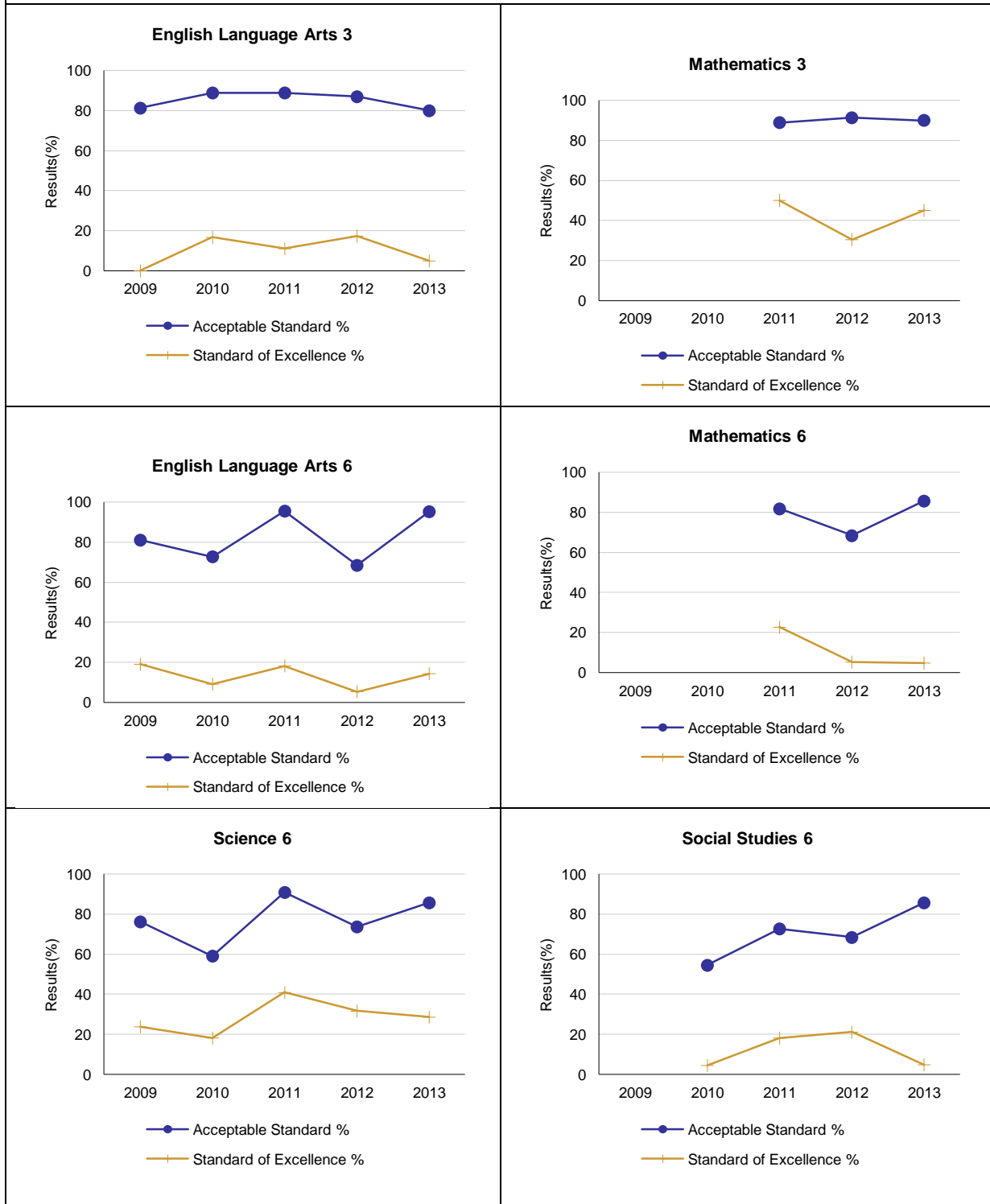
Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2009		2010		2011		2012		2013		2013	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 3	School	81.3	0.0	88.9	16.7	88.9	11.1	87.0	17.4	80.0	5.0		
	Authority	86.4	11.2	84.2	16.9	86.2	9.8	84.9	12.6	83.3	12.6		
	Province	81.3	18.2	81.6	19.5	81.8	17.5	81.9	20.4	81.5	17.8		
Mathematics 3	School	n/a	n/a	n/a	n/a	88.9	50.0	91.3	30.4	90.0	45.0		
	Authority	n/a	n/a	n/a	n/a	80.3	21.1	80.3	18.6	78.3	24.5		
	Province	n/a	n/a	n/a	n/a	77.4	26.0	76.8	25.5	76.5	25.5		
English Language Arts 6	School	81.0	19.0	72.7	9.1	95.5	18.2	68.4	5.3	95.2	14.3		
	Authority	88.6	17.1	83.0	13.1	83.2	9.2	85.1	9.2	86.7	11.9		
	Province	81.8	18.9	83.3	18.9	83.0	18.5	82.7	17.8	82.5	16.3		
Mathematics 6	School	n/a	n/a	n/a	n/a	81.8	22.7	68.4	5.3	85.7	4.8		
	Authority	n/a	n/a	n/a	n/a	73.3	12.3	70.7	9.2	69.5	10.0		
	Province	n/a	n/a	n/a	n/a	73.7	17.8	74.7	16.6	73.0	16.4		
Science 6	School	76.2	23.8	59.1	18.2	90.9	40.9	73.7	31.6	85.7	28.6		
	Authority	80.4	25.9	79.4	22.5	77.4	23.4	79.9	21.3	77.0	17.7		
	Province	76.5	24.8	76.8	26.4	76.2	25.0	77.8	28.2	77.5	25.9		
Social Studies 6	School	n/a	n/a	54.5	4.5	72.7	18.2	68.4	21.1	85.7	4.8		
	Authority	n/a	n/a	71.3	13.1	71.5	11.0	71.8	11.5	72.6	11.4		
	Province	n/a	n/a	71.0	16.4	71.1	18.5	73.2	19.5	72.7	19.0		



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

Graph of Provincial Achievement Test Results by Course



PAT Results Course By Course Summary By Enrolled With Measure Evaluation

Course	Measure	Breton Elementary School						Alberta				
		Achievement	Improvement	Overall	2013		Prev 3 Yr Avg		2013		Prev 3 Yr Avg	
					N	%	N	%	N	%	N	%
English Language Arts 3	Acceptable Standard	Low	Maintained	Issue	20	80.0	20	88.2	46,095	81.5	43,231	81.8
	Standard of Excellence	Very Low	Declined	Concern	20	5.0	20	15.1	46,095	17.8	43,231	19.2
Mathematics 3	Acceptable Standard	n/a	Maintained	n/a	20	90.0	21	90.1	46,041	76.5	43,823	77.1
	Standard of Excellence	n/a	Maintained	n/a	20	45.0	21	40.2	46,041	25.5	43,823	25.8
English Language Arts 6	Acceptable Standard	Very High	Improved	Excellent	21	95.2	21	78.9	44,141	82.5	43,401	83.0
	Standard of Excellence	Intermediate	Maintained	Acceptable	21	14.3	21	10.8	44,141	16.3	43,401	18.4
Mathematics 6	Acceptable Standard	n/a	Maintained	n/a	21	85.7	21	75.1	44,089	73.0	43,355	74.2
	Standard of Excellence	n/a	Declined	n/a	21	4.8	21	14.0	44,089	16.4	43,355	17.2
Science 6	Acceptable Standard	Intermediate	Maintained	Acceptable	21	85.7	21	74.6	44,138	77.5	43,341	76.9
	Standard of Excellence	High	Maintained	Good	21	28.6	21	30.2	44,138	25.9	43,341	26.5
Social Studies 6	Acceptable Standard	Very High	Improved	Excellent	21	85.7	21	65.2	43,914	72.7	43,436	71.8
	Standard of Excellence	Very Low	Declined	Concern	21	4.8	21	14.6	43,914	19.0	43,436	18.1

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

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

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

Measure Evaluation Reference - Achievement Evaluation

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

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

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Language Arts 3	Acceptable Standard	0.00 - 72.53	72.53 - 80.49	80.49 - 89.12	89.12 - 93.04	93.04 - 100.00
	Standard of Excellence	0.00 - 6.06	6.06 - 11.35	11.35 - 16.93	16.93 - 20.27	20.27 - 100.00
French Language Arts 3	Acceptable Standard	0.00 - 60.68	60.68 - 77.74	77.74 - 88.22	88.22 - 94.87	94.87 - 100.00
	Standard of Excellence	0.00 - 3.31	3.31 - 8.38	8.38 - 17.31	17.31 - 25.31	25.31 - 100.00
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
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 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:

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Overall Evaluation Table

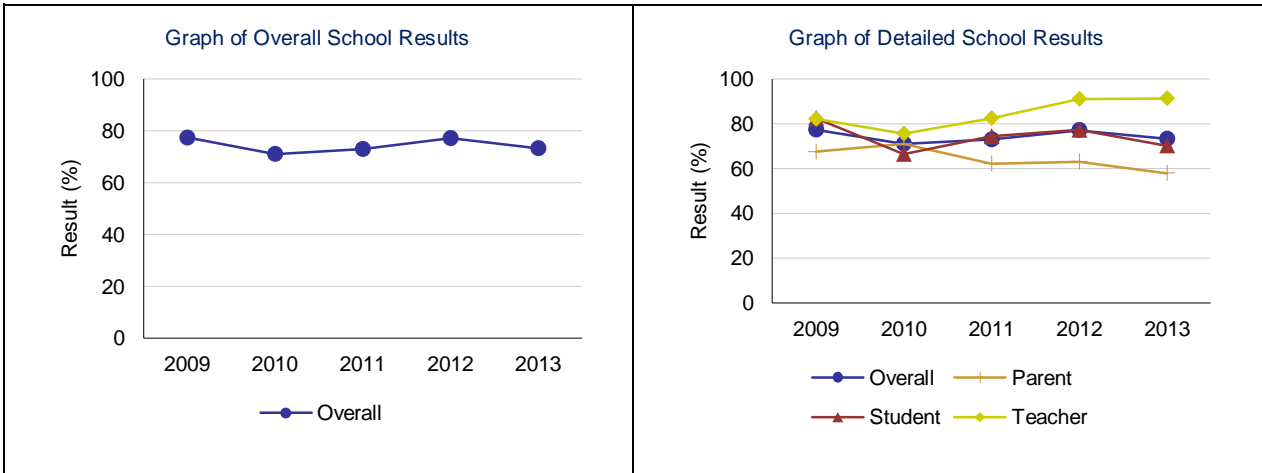
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	Very High	High	Intermediate	Low	Very Low
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Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly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

Citizenship – Measure Details

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

	School					Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Overall	77.4	71.1	73.0	77.2	73.3	75.1	75.1	73.8	73.8	73.0	80.3	81.4	81.9	82.5	83.4
Teacher	82.2	75.6	82.5	91.1	91.4	88.6	91.4	87.2	86.6	83.3	91.8	93.0	92.7	93.1	93.6
Parent	67.5	71.1	62.2	63.1	58.0	66.6	68.4	69.0	69.2	70.1	77.4	78.5	78.6	79.4	80.3
Student	82.6	66.5	74.4	77.3	70.3	70.0	65.4	65.4	65.7	65.8	71.8	72.7	74.5	75.0	76.2

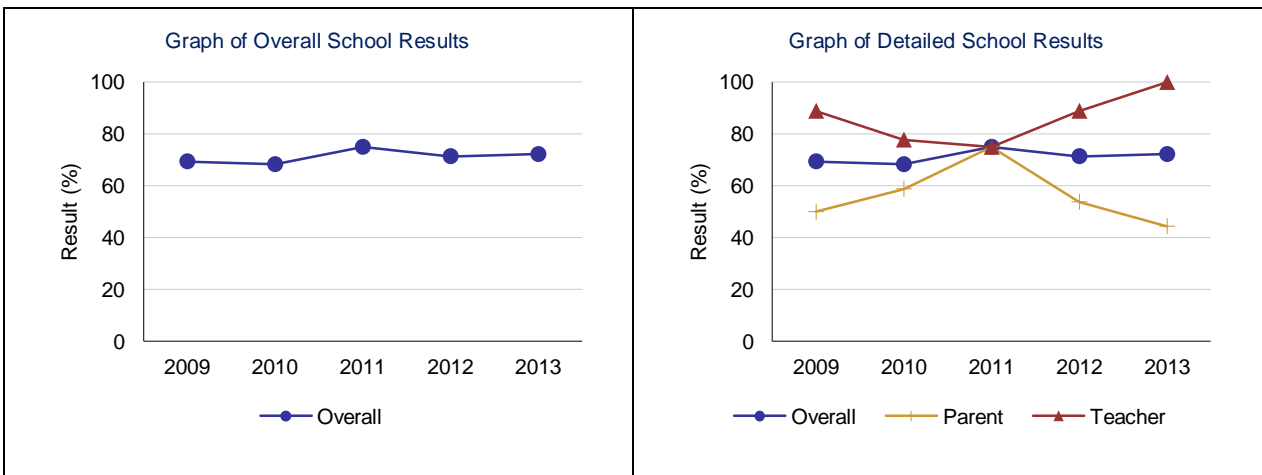


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Work Preparation – Measure Details

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

	School					Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Overall	69.4	68.3	75.0	71.4	72.2	76.2	72.9	73.8	69.3	69.7	79.6	79.9	80.1	79.7	80.3
Teacher	88.9	77.8	75.0	88.9	100.0	91.0	90.0	82.2	84.0	80.5	88.9	90.0	89.6	89.5	89.4
Parent	50.0	58.8	75.0	53.8	44.4	61.5	55.9	65.5	54.6	59.0	70.2	69.8	70.6	69.9	71.1

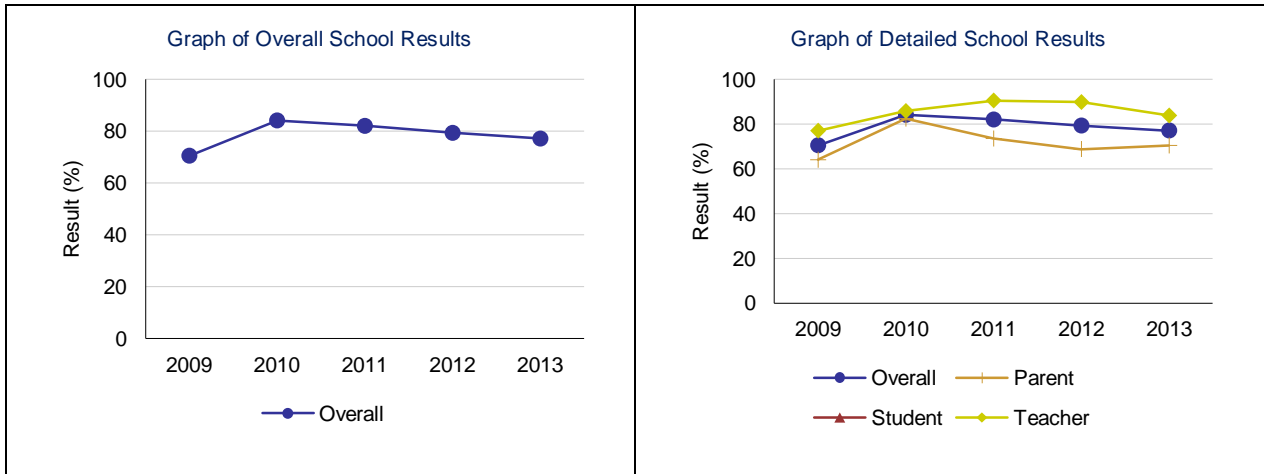


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

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				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Overall	70.6	84.2	82.1	79.4	77.2	74.5	71.9	75.2	71.9	72.9	80.3	80.5	80.9	80.7	81.5
Teacher	77.1	85.9	90.6	89.9	83.9	80.9	79.0	82.0	79.9	80.9	86.8	87.7	87.6	87.3	87.9
Parent	64.1	82.5	73.6	68.9	70.5	69.9	69.6	72.8	69.5	71.3	78.7	78.0	78.3	78.1	78.9
Student	n/a	n/a	n/a	n/a	n/a	72.8	67.1	70.8	66.1	66.4	75.3	75.9	76.9	76.9	77.8

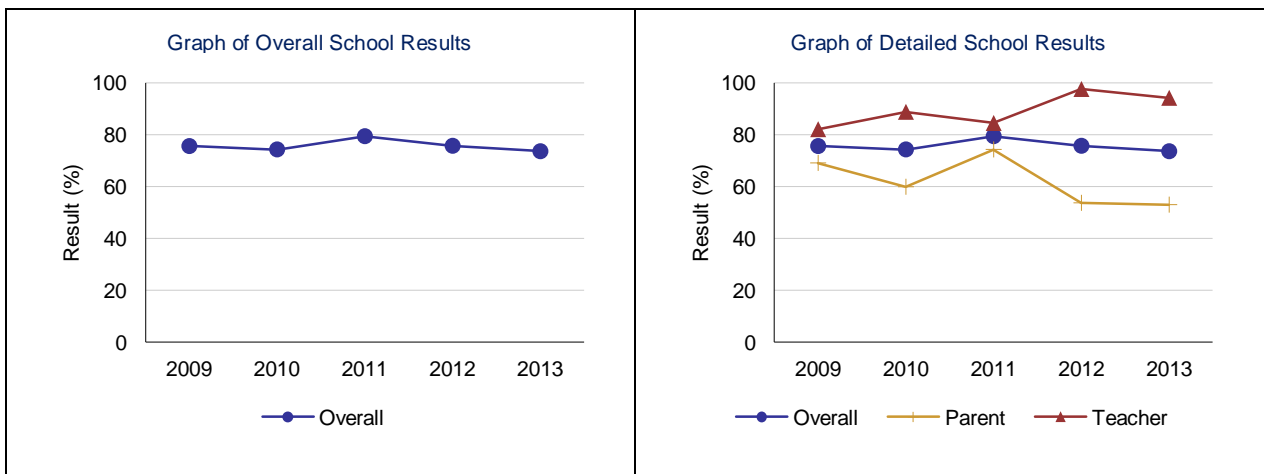


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Parental Involvement – Measure Details

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

	School					Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Overall	75.7	74.4	79.5	75.8	73.7	79.4	76.8	74.8	73.9	76.0	80.1	80.0	79.9	79.7	80.3
Teacher	82.2	88.9	84.6	97.7	94.3	90.0	88.6	86.3	85.5	85.0	88.0	88.6	88.1	88.0	88.5
Parent	69.2	60.0	74.4	53.8	53.1	68.8	65.0	63.2	62.3	66.9	72.2	71.3	71.7	71.4	72.2

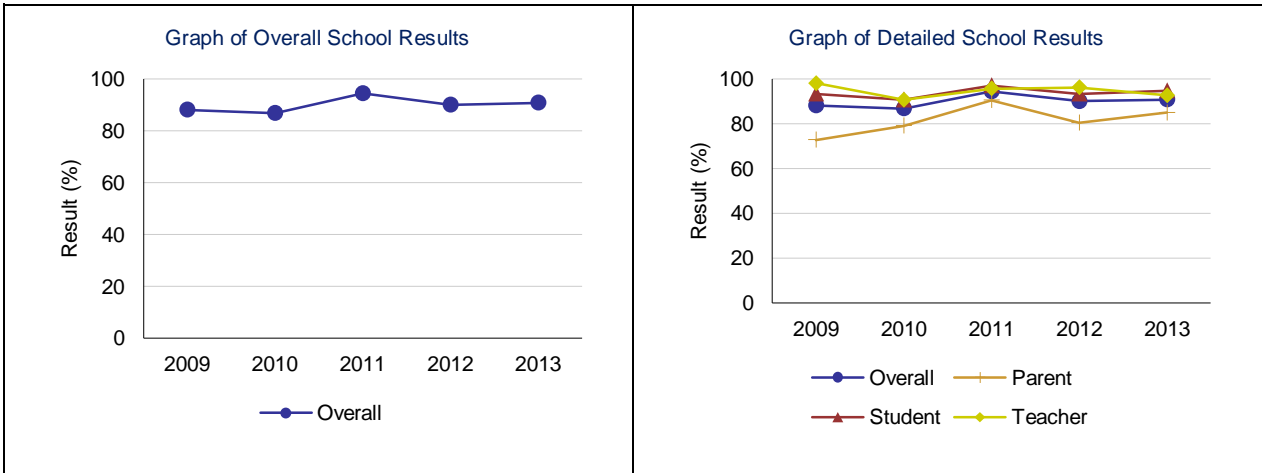


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

Education Quality – Measure Details

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

	School					Authority					Province				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Overall	88.2	86.9	94.5	90.1	90.9	87.4	86.2	85.1	84.9	83.4	89.3	89.2	89.4	89.4	89.8
Teacher	98.1	90.7	95.8	96.3	92.7	94.8	95.1	93.7	93.2	90.9	95.3	95.6	95.5	95.4	95.7
Parent	72.9	79.2	90.6	80.5	85.0	78.7	78.9	78.5	77.7	77.5	84.4	83.9	84.2	84.2	84.9
Student	93.5	90.8	97.2	93.5	94.9	88.9	84.5	83.0	83.8	81.8	88.3	88.2	88.5	88.6	88.7

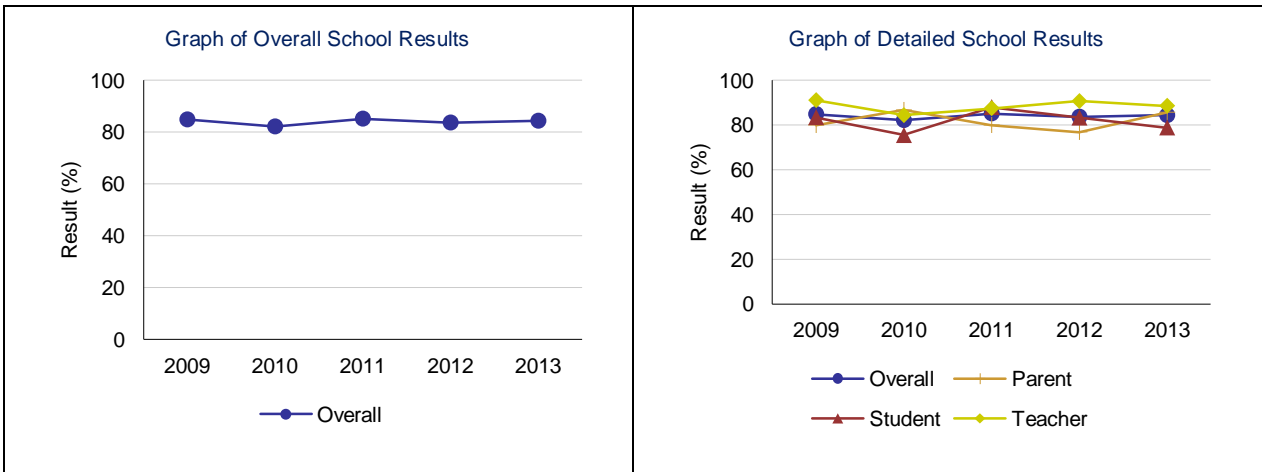


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

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				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Overall	84.9	82.2	85.2	83.7	84.4	83.8	83.2	83.1	82.6	82.1	86.9	87.6	88.1	88.6	89.0
Teacher	91.1	84.4	87.5	90.7	88.6	92.9	92.1	91.5	90.4	90.0	93.8	94.4	94.5	94.8	95.0
Parent	80.0	86.7	80.0	76.9	85.7	78.2	80.6	80.2	80.4	79.8	85.3	86.1	86.6	87.4	87.8
Student	83.5	75.5	88.0	83.3	78.9	80.4	76.8	77.7	77.0	76.4	81.7	82.2	83.3	83.7	84.2

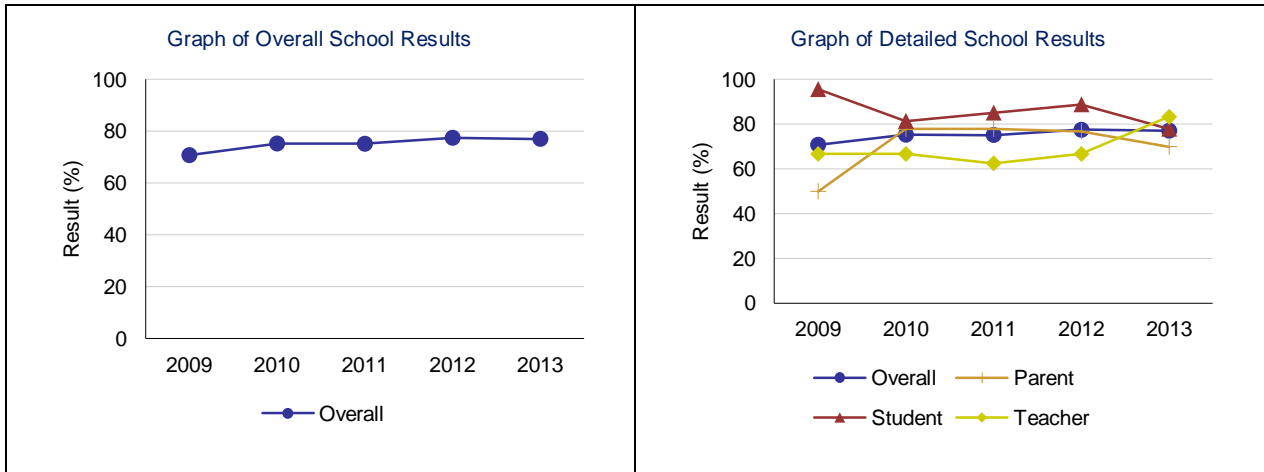


Note: Data values have been suppressed where the number of students or respondents is less than 6. Suppression is marked with an asterisk (*).

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				
	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013	2009	2010	2011	2012	2013
Overall	70.8	75.3	75.2	77.5	77.1	79.0	76.5	75.9	73.1	68.8	79.4	79.9	80.1	80.0	80.6
Teacher	66.7	66.7	62.5	66.7	83.3	83.2	77.2	76.4	77.1	68.8	78.2	80.8	80.1	81.1	80.9
Parent	50.0	77.8	77.8	76.9	70.0	71.9	74.7	73.6	68.5	69.3	78.1	77.0	77.3	76.2	77.9
Student	95.7	81.5	85.2	88.9	78.0	81.7	77.6	77.5	73.8	68.4	81.8	81.8	82.9	82.7	82.9



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