



# SCHOOL EDUCATION PLAN: RESULTS REVIEW FOR THE 2019-20 SCHOOL YEAR

**SCHOOL:** MUNDARE SCHOOL

**PRINCIPAL:** William Korec

**ELK ISLAND PUBLIC SCHOOLS MISSION STATEMENT:**

To teach students how to learn, to prepare each student to achieve his/her best and to assist students in becoming contributing members of society.

**ELK ISLAND PUBLIC SCHOOLS' PRIORITIES:**

1. Promote Growth and Success for All Learners
2. Enhance High-Quality Learning and Working Environments
3. Enhance Public Education Through Effective Engagement

**2019-2020 School Year**

STAFF FTE		BUDGET	
Certificated	9.728	Salaries	\$ 1,418,571
Classified	4.448	SES	\$ 40,266
		Total	\$ 1,480,571
		End of Year Surplus	\$ 14,931

**SCHOOL PROFILE AND CONTEXT**

- Mundare School serves students from Kindergarten to Grade 8
- Mundare School's catchment is the Town of Mundare and the surrounding rural areas
- Mundare School has a student enrollment of 122 students
- Mundare School is served by 6 certificated teachers and 5 classified staff
- Mundare School is proud of its school which was built in 2015
- Mundare school is fully equipped with 1-1 technology for staff and student learning needs
- Mundare School has a very strong School Advisory Council and a supportive local community
- Mundare School offers a wide variety of Career and Technology Foundation (CTF) option classes for students in Grade 7 and 8. These include Math-Plus Strategies, Invention Convention, Personal Foods, Sports Acceleration, Leadership, Art, and Film Studies.
- Mundare School offers a wide range of Athletics options for students such as: golf, basketball, volleyball, running club, badminton. This is offered to students beginning in Grade 6.
- Mundare School offers daily physical education in the school gymnasium
- Mundare School offers a Christian Ethics/ Character Education option from Grade 1-6
- Mundare School continues to work collaboratively with our First Nations, Métis, and Inuit Consultants to enrich our understanding of First Nations, Métis, and Inuit history and culture.
- Mundare School is hoping to continue its partnership with Vegreville Composite High School which allows our junior high class to go to VCHS for some additional option classes to alleviate anxiety when students eventually transition to their campus.



## SCHOOL EDUCATION PLAN: RESULTS REVIEW FOR THE 2019-20 SCHOOL YEAR

**EIPS PRIORITY:** More students achieve a minimum of one year's growth in literacy and numeracy

**SCHOOL GOAL:** By June 2020, more students will achieve a minimum of one year's growth in literacy (Priority 1, Goal 1, 2)

### Strategies:

- Continued use of Fountas and Pinnell benchmark and support materials.
- Continued use of Levelled Literacy Intervention (LLI) tools and coaching, in class and in small group settings for 20-week cycles
- Monitor student growth in reading comprehension during intervention cycles.
- Consistency in pedagogy through ongoing in-servicing opportunities and the use of the EIPS Writing Continuum, Readers Workshop, levelled reading and other strategies
- All students will participate in the STAR reading assessments at least three times per school year
- Use of the EYE-TA data
- Continued use of RAZ kids and other digital tools to improve student literacy results, student engagement and to support the learning in the classroom.
- Reading goals set each term by all students from grades 2-8
- Continue to build the capacity of teachers to differentiate for students with diverse needs, including the use of assistive technology
- Actively use the Brightspace platform to engage students and parents in learning

### Performance Measures:

- Students who receive literacy coaching through LLI will increase overall literacy skills. This progress will be confirmed using the Fountas and Pinnell benchmarks.
- 90% of student in literacy intervention will achieve one year's growth as measured by Fountas and Pinnell
- Reading levels increase as measured by Fountas and Pinnell
- 2% increase in reading achievement as measured by the PATs
- 80% of all student will achieve one year's growth as measured by the STAR reading assessment
- Students will participate in our annual Public Speaking initiative grade 4-8
- Specifically track our ESL, First Nations, Métis, and Inuit students to ensure learning needs are being met.
- Monitor student progress with the EYE-TA to gauge the success of interventions with students and decrease the gap in early literacy skills.



## SCHOOL EDUCATION PLAN: RESULTS REVIEW FOR THE 2019-20 SCHOOL YEAR

### RESULTS ACHIEVED:

Mundare School's main priority is to continue to calibrate instructional practices in literacy and mathematics. This includes reflecting on student engagement, developing questioning skills, incorporating innovative practices, directing appropriate interventions for our struggling learners, and to intentionally use data to shed light on areas where students falter. We will continue to use the rich data from STAR to challenge all students and to select candidates who could potentially benefit the most from targeted intervention.

	Students who require urgent literacy intervention based on STAR	Students who require intervention based on STAR
Grade 1	2/8	1/8
Grade 2	5/15	4/15
Grade 3	2/9	2/9
Grade 4	4/18	4/18
Grade 5	6/13	5/10
Grade 6	2/10	5/13
Grade 7	2/11	0/11
Grade 8	5/13	2/13

**\*This data represents approximately 29% of our school population from Grade 1-8 that requires urgent intervention and an additional 23% who require intervention (fall colors).**

As a team, we have consistently used Words Our Way, LLI interventions, Readers and Writers Workshop kits, the EIPS Literacy Continuum, to work on developing the base literacy skills of all our learners. Students and staff also use tools such as Google, Brightspace and various educational apps to further engage students in their language learning. In the spring, we continued to notice student achievement increase in classwork samples and on our STAR winter screening. This was also evident in positive engagement and discussions in Language Arts classrooms. We also noticed a marked increase in the circulation of more challenging literacy titles that students were accessing for personal reading. The staff who provide direct intervention also observed the positive progress our students were making in an LLI setting. Mundare students were excited to have an opportunity to read and to discuss what they had read. When this direct face-to-face intervention stopped at the end of March, we watched as students struggled to remain focussed and engaged. We expected a Covid-slide this fall for many that was deeper than something that we would see after a summer break. Regardless, we continue to meet them at their current achievement level and continue to push and support to exceed the winter results from January 2020. At Mundare School, we also track specific learners to gauge student progress. It was great to see that there was growth with most of these learners, but their deficit has not improved out of the urgent zone in many cases. Our team continues to target structured interventions for these students.



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### English as a Second Language Learners (3)

	January 2020 / September 2020	
<b>Grade 2</b>	2.4 growth GE Substantial increase in testing stamina and skills	<b>Scale Score 289</b> (Green)
<b>Grade 4</b>	0.5 decrease GE Moved down from yellow to red	<b>Scale Score 245</b> (Urgent)
<b>Grade 5</b>	0.7 increase GE Continues to increase in skills	<b>Scale Score 316</b> (Urgent)

### FNMI learners (7)

Our FNMI student population is extremely transient. Most students have come into Mundare School in the red (Urgent) category.

	January 2020 / September 2020	
<b>Grade 1</b>	Unable to assess Not administered	
<b>Grade 3</b>	Scale Score 383 Substantial increase in testing stamina and skills	
<b>Grade 3</b>	Scale Score 192 Moved up from pre 1 to grade 2	
<b>Grade 4</b>	Scale Score 78 Increase by almost 1 year but still in urgent zone	
<b>Grade 5</b>	Scale Score 272 Little change demonstrated	
<b>Grade 6</b>	Unable to assess OUT OF SCHOOL LEARNER	
<b>Grade 7</b>	Scale Score 520 Half year increase but still in urgent zone	



## SCHOOL EDUCATION PLAN: RESULTS REVIEW FOR THE 2019-20 SCHOOL YEAR

### EIPS Parent Survey

<b>My child is being taught knowledge, skills, and attitudes necessary to be successful in life</b>	Agree/Strongly agree	<b>84.72%</b>
<b>My child is demonstrating growth in literacy</b>	Agree/Strongly agree	<b>80.77%</b>

### EIPS Staff survey

<b>My principal establishes procedures that maximize opportunities for learning</b>	Agree/ Strongly agree	<b>80.0%</b>
<b>My principal provides leadership to staff in using results to improve student learning</b>	Agree/ Strongly Agree	<b>86.67%</b>

**EIPS PRIORITY:** More students achieve a minimum of one year's growth in literacy and numeracy

**SCHOOL GOAL:** By June 2020, more students will achieve a minimum of one year's growth in numeracy (Priority 1, Goal 1, 2)

### STRATEGIES/ACTIONS IMPLEMENTED:

#### Strategies:

- Consistency in pedagogy through team PLC opportunities
- Staff use of Number Talks is more consistent and intentional
- Grade appropriate and incremental math vocabulary will be located on the walls of each classroom and actively used by learners and teachers.
- Examples of visible learning and strategies in each classroom
- Use of spiral review technique to ensure math outcomes are continually reviewed
- Continue to track student progress with the CSL Math Benchmarking kit (Level 1 and 2)
- Continue to track and plan for identified students using the Equals Math Kit materials
- Students will reflect and record their understanding of numeracy learning in data notebooks
- Build capacity of teachers to differentiate for students with diverse needs, including the use of assistive technology and digital manipulatives.
- Purchase/create additional math resources and games to increase subitizing capabilities
- Continued use of math games, digital manipulatives, manipulatives, websites, apps
- STEM projects reflect a growing curiosity with numeric operations and problem solving
- Actively use the Brightspace platform to engage students and parents in learning



## SCHOOL EDUCATION PLAN: RESULTS REVIEW FOR THE 2019-20 SCHOOL YEAR

### **Performance Measures:**

- Classrooms will have common mathematical language displayed and utilized
- Use pre and post-test feedback to inform instruction
- Use MIPI and CSL data to measure student progress.
- Goal of 75% of students achieving mastery of basic math facts
- In-house grade level assessments
- School wide STEM activities showcased each term
- Anecdotal records on student achievement reflect progress
- Feedback from specialty consultants about intervention strategies will help further the work of teachers and students.
- Specifically track our ESL, First Nations, Métis, and Inuit students to ensure learning needs are being met
- A minimum of 5% of our students achieve the Standard of Excellence on the grade 6 Mathematics PAT



## SCHOOL EDUCATION PLAN: RESULTS REVIEW FOR THE 2019-20 SCHOOL YEAR

### RESULTS ACHIEVED:

Our MIPI data tells us that we are on the right track with our mathematics intervention strategies. We consistently use math journals in all classrooms at Mundare School. Many teachers are using Math Talks to increase student engagement and assist with reflective, ongoing feedback between student and teacher. Currently, we have some teacher and educational assistant time to support mathematics intervention groups. This team will use a variety of strategies including the CSL Math Benchmarking Tool, the Equals Math Tool Kit and other supplementary manipulative and digital resources to engage students and increase their numeracy skills. Our MIPI data helps support our decision-making regarding students who require urgent intervention. The data we collect provides both insight and direction. Our larger goal is to help all students acquire a comfort level with more complex mathematical concepts. Overall, there was a definite slide for many students observed from the data this fall.

	Students who require urgent mathematics intervention based on MIPI data
Grade 2	0/15
Grade 3	1/9
Grade 4	3/18
Grade 5	8/13
Grade 6	4/13
Grade 7	3/11
Grade 8	4/13

\*This data represents approximately 25% of our school population from Grade 2-8.

When we put our student results through the “heat map” from the MIPI/ELM platform, we discovered what the most challenging questions/strands from the MIPI for each cohort. We use this to support overall instruction. Again, we notice that literacy struggles will impact numeracy struggles for some of our students.

Grade 1	Solving word problems, missing key words such as “in all” (Number strand) Which geometric solid does not follow a pattern or fit into a group (Shape and Space)
Grade 2	Subtraction with borrowing (Number strand)
Grade 3	Subtraction of three-digit numbers with borrowing (Number strand) Selecting the best unit for recording the mass of a toy car (Shape and Space)
Grade 4	Multiplication questions (Number strand)
Grade 5	Multiplication questions (Number strand)
Grade 6	Which statements are true about a regular polygon (Shape and Space)
Grade 7	What is the mean of the numbers above (Statistics and Probability)



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Our anecdotal discussions and observations also highlight that students still struggle to understand math vocabulary, and this is reflected in the quality of their math journaling. Improvements were noted when they could just talk it out but putting pencil to paper can still be quite a struggle. Our older students also struggle with multiplication and division. We will continue with our collective work with Math Talks to have students play with numbers and to see where patterns exist.

### EIPS Parent Survey

<b>My child is demonstrating growth in numeracy</b>	Agree/Strongly Agree	<b>88.46%</b>
<b>My child is encouraged at school to do their best</b>	Agree/Strongly Agree	<b>88.47%</b>

### EIPS Staff survey

<b>My principal provides me with appropriate level of encouragement regarding my professional development</b>	Agree/Strongly Agree	<b>87.66%</b>
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## SCHOOL EDUCATION PLAN: RESULTS REVIEW FOR THE 2019-20 SCHOOL YEAR

**EIPS PRIORITY:** Positive Learning and Working Environments. (Priority 2, Goal 1)

**SCHOOL GOAL:** Our learning and working environments are welcoming, inclusive, caring, respectful, and safe.

### Strategies:

- Continuation of our Character Education and Christian Ethics class opportunities
- Continue with programs and services that help build social and emotional wellness such as Roots of Empathy, Christian Ethics and Character Education, Leadership option and student announcers.
- Continue to teach students about their zones of regulation. This will be evident in classrooms.
- To actively use a positive referral system to celebrate student personal growth.
- Friendship groups and empathy building with our school counsellor will be ongoing.
- Continue with the successful Breakfast program and lunch supplies at our school to ensure all students start the day off right
- Leadership opportunities for students during noon hour clubs to reinforce personal leadership skills, learning, resilience, and character.
- Continuation of popular student led School Spirit Days called Fun Fridays
- Classroom leadership roles will continue
- Book club for staff (Stephen Covey – The Leader in Me)
- Our FNMI consultants will be utilized to incorporate First Nations, Métis, and Inuit connections
- Host another parent information night regarding Internet and Personal Communication Device Safety
- Volunteerism will be encouraged and recognized in the community

### Performance Measures:

- Friendship groups developed our school counsellor will be tracked and evaluated
- Leadership opportunities, across grades, in a variety of creative ways will be showcased
- A decrease in the student absentee and suspension rates
- Maintain or improved by 2% our Safe and Caring Schools on the Accountability Pillar survey results
- We will track positive referrals made to the office, by class, and celebrate these referrals each month.
- Students will participate in a Celebration of Learning in June and in a Positive Referral year-end draw.
- Positive parental feedback on initiatives



## SCHOOL EDUCATION PLAN: RESULTS REVIEW FOR THE 2019-20 SCHOOL YEAR

### RESULTS ACHIEVED:

#### Strategies:

We will continue with our focus on becoming a healthier, more mindful school. We have shifted our goal to have a specific focus on character education, mental health, and anxiety strategies for students. Our goal is for Mundare students to develop healthy and positive relationships, consistently demonstrate great citizenship, be active throughout the school. Parent and community support remain high. Parents routinely stop in to meet with staff and admin. Good attendance and interest for Mundare SAC and for school events, in general.

#### EIPS survey – Parent feedback

Parents feel comfortable bringing concerns forward and support the learning at the school	Agree/Strongly Agree	100%
The school team acts with integrity and fairness	Agree/Strongly Agree	79.9%
Our principal encourages and supports the operation of the school council	Agree/Strongly Agree	100%
How satisfied are parents with decision making at the school?	Agree/Strongly Agree	79.6%

#### EIPS survey – Staff feedback

The principal is available to hear my concerns and address issues	Agree/Strongly Agree	93.33%
The principal creates an environment where I feel safe sharing issues and concerns	Agree/Strongly Agree	83.34%
The principal provides support for staff	Agree/Strongly Agree	80.0%
The principal promotes opportunities for students to demonstrate leadership	Agree/Strongly Agree	80.0%



## SCHOOL EDUCATION PLAN: RESULTS REVIEW FOR THE 2019-20 SCHOOL YEAR

### Reflecting on your data, what was your greatest success?

- 92% of students achieved growth (as measured by our January 2020 STAR data). We credit this to our team use of Readers Workshop and Levelled Literacy interventions.
- 89% of students who received intervention in mathematics achieved more success in the classroom setting based on the comments and achievement on the CSL report cards (term 1 and 2)
- Many of our FNMI students have experienced growth and are slowly moving out of the red (urgent) zone. Several of them are at grade level
- Use of tools such as Positive Playgrounds, Restorative Justice Circles, and some components of the *Leader in Me* help solve peer conflict. Mundare School was fortunate to hire a Family School Liaison Worker (FSLW) last year. This was very successful and elements of this have taken root and become part of our school culture. This year, we are fortunate to have a School Counsellor with a complimentary background in mental health who can help our community school focus on mental health strategies.
- The continued development of our Character Education program to support student growth in this area of need.
- Use of the CSL Math Screening Tool-II for older grade students to support division 3 students to demonstrate higher levels of mastery.
- Mundare School will continue to host Professional Learning Community (PLC) meetings on a regular basis for our staff. Continuous improvement and learning is our goal.
- A strong commitment to our First Nations Métis and Inuit initiative. We had a strong relationship with Elder Wilson and with our First Nations Métis and Inuit consultants and we hope this continues this school year with Jeremy Albert and Cheryl Devin.
- We are so fortunate to have a strong working relationship with Town Council and Lamont County FCSS with Roots of Empathy and Tru2You (boys and girls club).

### What were the greatest successes/challenges faced in 2019-20?

#### Successes:

- EIPS Parent Survey Results was very supportive of our school team efforts overall
- The amount of planned professional development completed by the staff during the school year, to build capacity in teachers, was substantial.
- The continued use of system-wide initiatives such as the Literacy Café, Daily 5, STAR Reading Assessments, EYE-TA, Fountas and Pinnell screening tools and levelled reading series.
- The consistent use of the Communicating Student Learning (CSL) Numeracy Benchmark Screening Tool, the annual Math Intervention Programming Instrument (MIPI) Numeracy Screening Tool, Equals Math interventions and the creation of an active tracking system to share information and student progress quickly among stakeholders.
- The team approach to using the Writers Workshop in all classrooms to develop student writing skills.
- The consistent use of the Readers Workshop program to provide support to various reading and interest levels in the classroom.



## SCHOOL EDUCATION PLAN: RESULTS REVIEW FOR THE 2019-20 SCHOOL YEAR

- Students who were selected to participate in literacy and numeracy interventions demonstrated increased levels of achievement and resilience within a regular classroom setting.
- Mundare School has continued to work with our FNMI consultants which includes participating in the Project of Heart, blanket exercises, and storytelling.
- Mundare School enjoyed positive relations with a variety of external stakeholders such as our Community School Resource Officer (SRO), Alberta Health Services, Family and Community Support Service (FCSS) and Children's Mental Health Service providers, the Town of Mundare and Lamont County.
- Community connections and local support remained strong (Pancake Breakfast, Terry Fox Run, Town Wide Clean-Up, visitations to Father Fila's Lodge)
- Mundare School has made strides to provide technology (1-1) for all our students. We are on target for 1-1 for all students.
- Implementation of a more formalized Character Education program at our school with regular opportunities to reflect on and celebrate student citizenship.
- The consistent use of the school website and a variety of social media platforms. We have a new YouTube channel!
- The consistent use of a coaching model to support students who experience social and emotional challenges with other students.
- Mundare School staff enjoy working closely with parents to support different initiatives during our school year. There is a strong sense of community at Mundare School.
- Parent Teacher Interviews, Meet the Teacher and the Christmas Concert were all quite well attended
- Regular daily attendance for our students was great
- Surveys to parents on paper received more attention than using a digital platform
- Parents are well informed - monthly newsletter, Twitter, Facebook, classroom newsletters

### **Challenges:**

- We had to make most of our classrooms combined classrooms this year with fewer staff members.
- Most new students to our community school enter with substantial educational concerns which must be addressed. Mundare School has an increasing number of students who require Level 2-4 educational support consideration.
- We continue to strive to improve provincial achievement testing results. How do we best challenge those students, at promise, who could use extra encouragement or guidance?
- Mundare School continued to work to reduce anxiety with all students, but specifically with our Grade 8 students, who are moving across to Vegreville Composite High School. We do this work collectively and with the assistance of service providers in our catchment area.
- Struggling to find ways to consistently communicate with all parents
- Increasing parental support and involvement at our school.
- Increased mental health issues in the community due to financial and social issues.
- Academically, students returned with more than just a summer slide, in general, this fall.
- Decline in support from our RCMP as the DARE program last year was discontinued and their SRO presence has shrunk considerably at the school. There was limited support from the RCMP for their new program WITS. We do try to incorporate parts of this programming and philosophy into our Health/Character Education classes.



## **SCHOOL EDUCATION PLAN: RESULTS REVIEW FOR THE 2019-20 SCHOOL YEAR**

- Parent frustration with digital spaces such as Google Classroom, Brightspace, Google Meets
- A significant group of parents who responded to the EIPS survey still do not know (34.62%) what community partnerships are available. The survey tally does demonstrate that 46.17% are satisfied/strongly satisfied with the community partnerships available.



# SCHOOL EDUCATION PLAN: RESULTS REVIEW FOR THE 2019-20 SCHOOL YEAR

## Combined May 2020 Accountability Pillar Overall Summary

Measure Category	Measure	Mundare School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	85.7	85.4	89.5	89.4	89.0	89.2	High	Maintained	Good
Student Learning Opportunities	Program of Studies	73.0	85.1	85.7	82.4	82.2	82.0	Intermediate	Declined	Issue
	Education Quality	88.3	84.6	90.9	90.3	90.2	90.1	High	Maintained	Good
	Drop Out Rate	*	*	n/a	2.7	2.6	2.7	*	*	*
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.7	79.1	78.4	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	75.0	84.6	n/a	73.8	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	8.3	14.5	n/a	20.6	20.0	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	n/a	83.6	83.4	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	24.0	23.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.4	56.3	55.6	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	66.6	64.8	63.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	60.1	59.0	58.5	n/a	n/a	n/a
	Work Preparation	82.4	83.3	87.8	84.1	83.0	82.7	High	Maintained	Good
	Citizenship	78.5	78.8	85.5	83.3	82.9	83.2	High	Declined	Acceptable
Parental Involvement	Parental Involvement	83.2	91.4	89.0	81.8	81.3	81.2	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	70.6	84.0	85.8	81.5	81.0	80.9	Low	Declined Significantly	Concern

**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.
- 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.
- 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).
- 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.
- 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.
- 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.
- 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.
- 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.
- Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.



## SCHOOL EDUCATION PLAN: RESULTS REVIEW FOR THE 2019-20 SCHOOL YEAR

### Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2016		2017		2018		2019		2020		2020	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	95.7	17.4	93.8	12.5	100.0	0.0	80.0	13.3	n/a	n/a	20	80
	Authority	90.7	26.1	92.2	24.1	94.6	26.4	94.2	24.7	n/a	n/a		
	Province	82.9	20.4	82.5	18.9	83.5	17.9	83.2	17.8	n/a	n/a		
Mathematics 6	School	87.0	21.7	68.8	25.0	85.7	7.1	80.0	0.0	n/a	n/a	20	80
	Authority	81.6	16.9	80.7	17.8	87.0	20.9	86.5	22.8	n/a	n/a		
	Province	72.2	14.0	69.4	12.6	72.9	14.0	72.5	15.0	n/a	n/a		
Science 6	School	95.7	69.6	93.8	50.0	100.0	21.4	66.7	20.0	n/a	n/a	NA	NA
	Authority	88.7	39.7	88.4	42.0	91.3	45.0	88.3	44.4	n/a	n/a		
	Province	78.0	27.1	76.9	29.0	78.8	30.5	77.6	28.6	n/a	n/a		
Social Studies 6	School	91.3	39.1	87.5	25.0	85.7	0.0	73.3	0.0	n/a	n/a	NA	NA
	Authority	80.5	28.6	85.3	32.3	88.5	35.3	87.4	35.1	n/a	n/a		
	Province	71.4	22.0	72.9	21.7	75.1	23.2	76.2	24.4	n/a	n/a		

### Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	82.8	87.0	90.8	78.8	78.5	79.8	80.1	80.5	80.0	80.3	83.9	83.7	83.0	82.9	83.3
Teacher	91.5	95.0	100.0	100.0	100.0	94.1	94.1	94.1	93.0	93.8	94.5	94.0	93.4	93.2	93.6
Parent	92.3	90.7	87.6	70.0	70.6	75.0	75.4	75.4	75.1	76.8	82.9	82.7	81.7	81.9	82.4
Student	64.4	75.3	84.8	66.3	65.0	70.3	70.6	72.0	71.7	70.2	74.5	74.4	73.9	73.5	73.8



## SCHOOL EDUCATION PLAN: RESULTS REVIEW FOR THE 2019-20 SCHOOL YEAR

### 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				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	75.0	89.7	90.5	83.3	82.4	77.8	79.0	77.8	80.7	81.2	82.6	82.7	82.4	83.0	84.1
Teacher	91.7	100.0	100.0	100.0	100.0	89.0	90.7	89.4	89.4	91.0	90.5	90.4	90.3	90.8	92.2
Parent	58.3	79.3	81.1	66.7	64.7	66.6	67.3	66.2	72.1	71.4	74.8	75.1	74.6	75.2	76.0

### Lifelong Learning – Measure Details

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.															
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	44.8	72.1	75.1	56.2	57.6	64.9	65.7	65.5	67.6	68.1	70.7	71.0	70.9	71.4	72.6
Teacher	59.1	82.6	79.2	60.0	73.3	72.7	75.0	74.1	75.4	78.1	77.3	77.3	77.8	78.8	80.6
Parent	30.4	61.5	71.0	52.4	41.9	57.0	56.3	56.9	59.8	58.1	64.2	64.8	64.0	64.0	64.6

### 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				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	80.4	85.6	86.3	85.1	73.0	83.4	83.3	82.7	82.9	83.2	81.9	81.9	81.8	82.2	82.4
Teacher	88.4	91.6	98.9	93.8	84.1	91.0	90.4	90.0	90.7	90.9	88.1	88.0	88.4	89.1	89.3
Parent	84.3	85.4	79.5	81.1	70.6	81.0	80.0	79.0	78.4	79.0	80.1	80.1	79.9	80.1	80.1
Student	68.5	79.7	80.6	80.6	64.2	78.3	79.5	79.2	79.6	79.8	77.5	77.7	77.2	77.4	77.8





## SCHOOL EDUCATION PLAN: RESULTS REVIEW FOR THE 2019-20 SCHOOL YEAR

### Parental Involvement – Measure Details

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.															
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	85.8	86.4	89.3	91.4	83.2	78.1	78.1	78.4	77.7	78.9	80.9	81.2	81.2	81.3	81.8
Teacher	95.0	95.0	100.0	100.0	95.0	88.2	89.2	89.7	88.7	90.3	88.4	88.5	88.9	89.0	89.6
Parent	76.6	77.9	78.7	82.8	71.4	67.9	67.0	67.2	66.7	67.6	73.5	73.9	73.4	73.6	73.9

### Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	89.6	93.8	94.3	84.6	88.3	88.5	89.3	88.9	89.9	89.5	90.1	90.1	90.0	90.2	90.3
Teacher	98.6	98.6	100.0	100.0	100.0	95.9	96.4	96.2	96.4	96.8	96.0	95.9	95.8	96.1	96.4
Parent	84.6	93.9	87.8	68.1	79.4	84.1	85.7	83.6	85.7	85.7	86.1	86.4	86.0	86.4	86.7
Student	85.6	88.8	95.1	85.7	85.4	85.4	85.8	86.8	87.6	86.1	88.0	88.1	88.2	88.1	87.8

### 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				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	88.1	91.8	91.2	85.4	85.7	87.7	88.1	88.1	88.2	88.6	89.5	89.5	89.0	89.0	89.4
Teacher	98.3	96.7	100.0	96.0	97.5	94.8	95.1	95.8	94.6	94.7	95.4	95.3	95.0	95.1	95.3
Parent	95.4	94.7	87.0	83.3	83.1	87.4	87.3	86.9	87.1	89.1	89.8	89.9	89.4	89.7	90.2
Student	70.7	84.1	86.6	77.0	76.4	81.0	81.8	81.6	82.9	82.0	83.4	83.3	82.5	82.3	82.6



## SCHOOL EDUCATION PLAN: RESULTS REVIEW FOR THE 2019-20 SCHOOL YEAR

### 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				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	73.9	80.4	93.0	84.0	70.6	80.0	80.2	79.5	81.0	80.2	81.2	81.4	80.3	81.0	81.5
Teacher	75.0	83.3	91.7	90.0	87.5	82.9	84.3	81.8	80.8	84.4	82.3	82.2	81.5	83.4	85.0
Parent	69.2	76.7	100.0	91.7	58.8	77.5	76.7	76.1	79.5	74.9	79.7	80.8	79.3	80.3	80.0
Student	77.5	81.1	87.2	70.3	65.6	79.5	79.5	80.7	82.7	81.3	81.5	81.1	80.2	79.4	79.6

