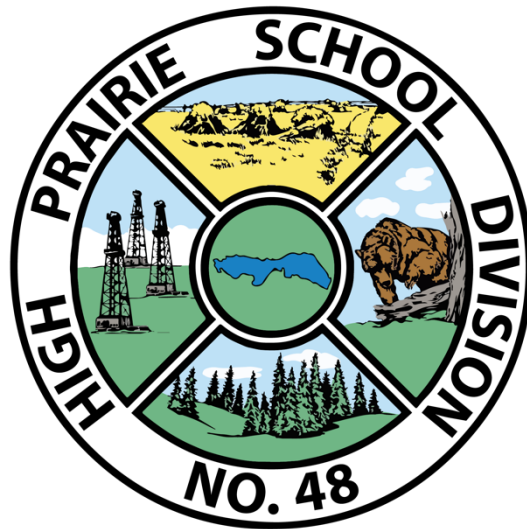




Prairie View Outreach School

**Annual Education Results Report
2021-22**



About Us

Prairie View Outreach is located in the town of High Prairie in northern Alberta within Big Lakes County. It is located at the junction of Highway 2 and Highway 749, approximately 371 kilometres northwest of Edmonton and 118 kilometres west of Slave Lake.

Our school offers an alternative learning environment to a student population of approximately 70 students in grades 7 to 12. Programming is individualized, flexible, and offered within a small, personal setting. The community offers a wide variety of amenities and our school takes advantage of the access we have to those amenities including an indoor pool, curling rink, and skating rink. This is in addition to facilities located in other schools operated by High Prairie School Division.

Principal's Message

Our students come to us from the Town of High Prairie, the surrounding agricultural community as well as several Metis Settlements and First Nations communities (East Prairie, Peavine, Gift Lake, Sucker Creek, Driftpile and Kapawe'no).

Some of our students attend in-person full time, others attend several times per week and some work almost entirely off-site, coming to school occasionally for teacher support.

The community offers a wide variety of amenities and our school takes advantage of the access we have to those amenities including an indoor pool, curling rink, bowling alley, ski hill and skating rink.

At Prairie View Outreach School:

- We provide secondary students from grades 9-12 an alternative education model offered within a small, personal setting that allows for flexible, individual pathways to success. We provide a welcoming environment that serves students for whom mainstream environments have been less successful, and also for students who choose to work in an alternate environment because of personal circumstances. Prairie View Outreach also provides a degree of programming flexibility for students who are enrolled at E. W. Pratt High School as their primary school.
- We support students in unlocking their personal potential and finding direction in life.

- We measure success on an individual basis - each student has his/her own personal goals that we support them in attaining.

Prairie View Outreach has a teaching staff of 1.5 FTEs, a .6 FTE principal, one FTE administrative assistant and 1 FTE educational assistant. We are additionally supported by a Learning Support Teacher we share with E.W. Pratt High School, and an Indigenous Education Coach and a Career Coach also shared with other schools.

Our teachers deliver a full complement of junior high and high school core courses to students using a Google Classroom delivery system. Off-site students may also request Google Meetings with teachers as the need arises. In addition to these core courses, teachers also include Locally Developed Courses, CTS courses, Off-Campus Education courses, and Phys Ed. in the range of courses they teach and assess. Our students have access to Dual Credit courses as well. Most weeks, we ensure daily phys. ed. programming that spans a range of activities including yoga, skating, swimming, basketball, softball, and disc golf.

With the support of our Indigenous Education Coach, we are committed to making education for reconciliation a primary focus of what we do. We draw on the traditional knowledge and wisdom of Indigenous Elders and knowledge keepers to lead us in learning about Indigenous history, perspectives, culture and world view through land-based learning activities and field trips, cultural celebrations and practises, storytelling and direct instruction. Wherever possible, we align teachings with specific courses to allow students to achieve high school credits for their work (ribbon skirt sewing - CTS Fashion, for example).

Prairie View Outreach does not presently have a School Council to express views on this AERR.

Staff List

Christine Cardinal	Educational Assistant
Eathel Carmichael	Teacher
Valene Fisher	Secretary
Gary Lewis	Teacher
Rebecca Ning	Vice Principal
Etta Viens	Principal

Spring 2022 Required Alberta Education Assurance Measures - Overall Summary

Assurance Domain	Measure	Prairie View Outreach 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
Student Growth and Achievement	Student Learning Engagement	79.0	73.8	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	76.5	78.5	72.6	81.4	83.2	83.1	Intermediate	Maintained	Acceptable
	3-year High School Completion	0.0	0.0	3.4	83.2	83.4	81.1	Very Low	Maintained	Concern
	5-year High School Completion	20.2	9.5	9.4	87.1	86.2	85.6	Very Low	Maintained	Concern
	PAT: Acceptable	n/a	n/a	25.0	n/a	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	10.7	n/a	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	53.8	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	7.7	n/a	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	90.2	87.9	86.0	89.0	89.6	90.3	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	86.3	82.0	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	91.7	89.4	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	78.3	78.8	79.5	81.5	n/a	n/a	n/a

Spring 2022 Required Alberta Education Assurance Measures - Overall First Nation, Métis, and Inuit Summary

Assurance Domain	Measure	Prairie View Outreach School (FNMI)			Alberta (FNMI)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	0.0	0.0	0.0	59.5	62.0	58.4	Very Low	Maintained	Concern
	5-year High School Completion	12.6	11.8	10.8	68.0	68.1	65.8	Very Low	Maintained	Concern
	PAT: Acceptable	n/a	n/a	n/a	n/a	n/a	54.0	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	n/a	n/a	7.4	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	77.2	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	11.4	n/a	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the 2019/20 and 2020/21 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.
3. The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.
4. 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), Social Studies (Grades 6, 9, 9 KAE).
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020 and 2021. Caution should be used when interpreting trends over time.
6. 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, Social Studies 30-2.

DOMAIN 1: STUDENT GROWTH AND ACHIEVEMENT

High School Completion Rate

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.																																	
	School										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
	3 Year Completion	7	14.8	10	0.0	10	10.1	12	0.0	16	0.0	Very Low	Maintained	Concern	248	63.0	260	64.4	252	60.1	246	60.8	263	61.3	44,982	78.7	44,978	79.7	45,354	80.3	46,245	83.4	47,675
4 Year Completion	13	0.0	8	12.8	10	10.5	11	9.2	13	7.9	Very Low	Maintained	Concern	284	68.5	249	69.3	261	70.8	250	69.1	246	66.4	44,841	83.0	44,994	83.3	44,980	84.0	45,351	85.0	46,242	87.1
5 Year Completion	10	40.2	14	7.3	9	11.4	11	9.5	10	20.2	Very Low	Maintained	Concern	249	73.9	283	71.5	249	71.1	265	73.0	250	70.8	43,736	83.8	44,842	85.2	44,988	85.3	44,972	86.2	45,344	87.1

First Nation, Métis, and Inuit High School Completion Rate

	Prairie View Outreach School (FNMI)										Measure Evaluation			Alberta (FNMI)									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
3 Year Completion	7	14.8	9	0.0	8	0.0	9	0.0	13	0.0	Very Low	Maintained	Concern	3,599	53.8	3,632	57.1	3,750	55.9	3,814	62.0	3,972	59.5
4 Year Completion	11	0.0	8	12.8	9	11.7	9	0.0	10	0.0	Very Low	Maintained	Concern	3,318	60.1	3,453	60.8	3,524	64.2	3,670	63.6	3,729	68.6
5 Year Completion	9	44.7	13	7.9	8	12.8	9	11.8	8	12.6	Very Low	Maintained	Concern	3,199	60.6	3,266	64.5	3,407	65.0	3,469	68.1	3,593	68.0

Comments on Results

As an outreach school, we do not feel we can do justice to 30-level courses and send those students to a regular school for 30-level core subjects.

Citizenship

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.																																	
	School										Measure Evaluation			Authority										Province									
	2018		2019		2020		2021		2022					2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	34	78.1	31	69.8	33	75.3	22	78.5	24	76.5	Intermediate	Maintained	Acceptable	1,178	77.4	944	73.2	1,084	78.3	876	80.3	993	77.8	253,727	83.0	265,614	82.9	264,413	83.3	230,843	83.2	249,770	81.4
Parent	14	77.1	3	*	12	67.8	2	*	1	*	*	*	*	251	73.1	157	69.1	177	73.0	89	71.0	95	73.6	35,482	81.7	35,247	81.9	36,891	82.4	30,905	81.4	31,689	80.4
Student	20	79.0	31	69.8	21	82.9	22	78.5	24	76.5	Very High	Maintained	Excellent	741	71.5	620	64.4	714	72.0	605	76.3	721	69.6	185,623	73.9	197,090	73.5	193,577	73.8	169,741	74.1	187,120	72.1
Teacher	4	*	3	*	4	*	3	*	3	*	*	*	*	186	87.6	167	86.0	193	90.0	182	93.4	177	90.3	32,622	93.4	33,277	93.2	33,945	93.6	30,197	94.1	30,961	91.7

Comments on Results

Our students participate in a wide variety of activities in the community, giving them opportunities to practice commendable behaviour and to learn socially acceptable interpersonal skills.

Student Learning Engagement

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.																																	
	School													Authority										Province									
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	22	73.8	24	79.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	877	83.1	993	85.3	n/a	n/a	n/a	n/a	n/a	n/a	230,956	85.6	249,740	85.1
Parent	n/a	n/a	n/a	n/a	n/a	n/a	2	*	2	*	*	*	*	n/a	n/a	n/a	n/a	n/a	n/a	90	79.2	96	90.9	n/a	n/a	n/a	n/a	n/a	n/a	30,994	89.0	31,694	88.7
Student	n/a	n/a	n/a	n/a	n/a	n/a	22	73.8	24	79.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	605	74.1	720	71.0	n/a	n/a	n/a	n/a	n/a	n/a	169,789	71.8	187,102	71.3
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	3	*	3	*	*	*	*	n/a	n/a	n/a	n/a	n/a	n/a	182	96.1	177	94.1	n/a	n/a	n/a	n/a	n/a	n/a	30,173	96.0	30,944	95.5

Comments on Results

We noticed an improvement in this category. We have seen an increase in community partnership and have worked on building relationships with business owners and community members.

Drop Out Rate

Drop Out Rate - annual dropout rate of students aged 14 to 18																																	
	School										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Drop Out Rate	47	31.1	29	36.3	35	36.7	72	14.2	66	28.1	Very Low	Maintained	Concern	1,058	5.5	977	6.2	1,015	6.3	1,050	5.5	1,001	8.3	182,062	2.3	182,832	2.6	184,812	2.7	186,228	2.6	189,713	2.3
Returning Rate	6	34.9	16	7.1	11	19.4	13	15.7	11	9.8	n/a	n/a	n/a	58	25.0	67	25.0	66	13.5	69	15.8	62	19.0	7,626	19.9	6,800	22.7	6,750	18.2	6,720	18.1	6,408	17.3

Comments on Results

The outreach model doesn't fit everyone and doesn't lend itself to responsive teaching of Grade 12 core subjects. We do not feel we can do justice to 30-level courses and send those students to a regular school for 30-level core subjects. We see the need for respecting entry guidelines by interviewing candidates and their parents, establishing they meet aptitude requirements for an outreach program. We also recognize a fear culture wherein students are afraid to come into a school building, with high anxiety after being in isolation whereby students find it hard to be around people.

Program of Studies

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									
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	34	64.1	31	60.7	34	60.5	22	53.1	24	72.1	Low	Maintained	Issue	858	84.1	647	78.5	825	82.1	594	80.5	694	82.4	175,907	81.8	181,846	82.2	184,393	82.4	157,680	81.9	172,339	82.9
Parent	14	60.0	3	*	12	53.7	2	*	1	*	*	*	*	252	83.6	157	77.0	177	77.8	90	78.6	95	81.5	35,489	79.9	35,252	80.1	36,901	80.1	30,817	81.7	31,625	82.4
Student	20	68.1	31	60.7	22	67.2	22	53.1	24	72.1	Intermediate	Maintained	Acceptable	420	80.2	323	71.1	455	80.0	322	76.2	422	77.8	107,780	77.2	113,304	77.4	113,541	77.8	96,676	74.9	109,776	76.9
Teacher	4	*	3	*	4	*	3	*	3	*	*	*	*	186	88.6	167	87.3	193	88.6	182	86.8	177	87.9	32,638	88.4	33,290	89.1	33,951	89.3	30,187	89.2	30,938	89.3

Comments on Results

We intentionally will be offering more blended programs to meet the long-term needs of students. Our school was severely affected by the cancellation of the joint use agreement– we feel we shouldn't have to sell chocolates to fund the p.e. program since there is no gym in our building, and local facilities are very expensive. We can offer cooking on a regular basis.

Rutherford Eligibility Rate

Percentage of Grade 12 students eligible for a Rutherford Scholarship.

	School													Authority										Province									
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Rutherford Scholarship Eligibility Rate	5	*	14	50.0	38	39.5	31	22.6	31	29.0	Very Low	Maintained	Concern	306	51.6	355	50.1	368	48.9	307	45.9	305	48.5	60,127	63.4	60,559	64.8	58,970	66.6	59,357	68.0	58,631	70.2

Comments on Results

High end courses are not available except online, a format which doesn't meet the needs of many of our Grade 12 students.

Safe and Caring

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									
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	34	95.5	31	91.3	34	86.5	22	88.0	24	91.5	Very High	Maintained	Excellent	1,178	86.8	944	84.1	1,083	86.5	877	87.3	994	87.4	253,494	89.0	265,382	89.0	264,204	89.4	230,987	90.0	249,835	88.8
Parent	14	97.1	3	*	12	80.4	2	*	2	*	*	*	*	252	85.1	157	82.1	177	83.6	90	81.6	96	86.8	35,486	89.4	35,247	89.7	36,899	90.2	30,969	90.5	31,707	89.5
Student	20	93.9	31	91.3	22	92.7	22	88.0	24	91.5	Very High	Maintained	Excellent	740	81.4	620	77.3	713	80.7	605	83.5	721	79.6	185,384	82.5	196,856	82.3	193,364	82.6	169,813	84.0	187,165	82.5
Teacher	4	*	3	*	4	*	3	*	3	*	*	*	*	186	93.9	167	92.9	193	95.1	182	96.7	177	95.7	32,624	95.0	33,279	95.1	33,941	95.3	30,205	95.4	30,963	94.3

Comments on Results

We are pleased with the strong results in this area. We have changed a few procedures to improve safety, such as lockdown practices and keeping the building locked. We have requested equipment to improve security, including an intercom system, a lockbar for exiting without leaving the door unlocked, and a wired-in doorbell.

School Improvement

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									
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	34	87.7	30	84.7	33	87.5	22	88.1	24	100.0	Very High	Improved	Excellent	1,166	79.3	934	77.4	1,083	81.1	850	76.7	974	71.1	251,246	80.3	263,364	81.0	262,079	81.5	224,041	81.4	243,980	74.2
Parent	14	92.9	3	*	12	75.0	1	*	1	*	*	*	*	240	78.8	150	73.3	176	76.7	79	68.4	92	56.5	34,237	79.3	34,159	80.3	35,896	80.0	28,016	81.7	30,147	70.0
Student	20	82.5	30	84.7	21	100.0	22	88.1	24	100.0	Very High	Improved	Excellent	741	79.8	617	73.1	714	81.0	600	79.8	718	72.6	185,106	80.2	196,592	79.4	192,917	79.6	167,992	79.1	185,107	76.3
Teacher	4	*	3	*	4	*	3	*	3	*	*	*	*	185	79.5	167	85.6	193	85.5	171	81.9	164	84.1	31,903	81.5	32,613	83.4	33,266	85.0	28,033	83.4	28,726	76.3

Comments on Results

We are pleased with the increased strong results in this area.

High School to Post-secondary Transition Rate

High school to post-secondary transition rate of students within four and six years of entering Grade 10.																																	
	School													Authority										Province									
	2017		2018		2019		2020		2021		Measure Evaluation			2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
4 Year Rate	13	0.0	8	12.8	10	0.0	11	0.0	13	0.0	Very Low	Maintained	Concern	284	42.9	249	33.5	261	38.0	250	36.0	246	33.7	44,841	39.4	44,994	40.2	44,980	40.9	45,351	40.5	46,242	41.2
6 Year Rate	5	*	10	31.5	14	7.9	9	11.5	11	0.0	Very Low	Declined	Concern	238	54.6	249	52.6	282	53.5	250	48.2	265	47.7	44,182	59.0	43,728	59.1	44,832	60.3	44,983	60.0	44,966	60.3

Comments on Results

The outreach model is not usually for students seeking post-secondary education, so this result seems normal to us.

Literacy Data			2018-19				2019-20 ¹					2020-21 ¹					2021-22 ²					
			Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring	
				%	#	%	#		%	#	%	#		%	#	%	#		%	#	%	#
OCA Edu-Best	Grade 7	Limited		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND
		Acceptable		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND					
		Excellence		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND					
	Grade 8	Limited	11	ND	6	ND	10		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND
		Acceptable		ND	2	ND	1		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	
		Excellence		ND	1	ND	0		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND
	Grade 9	Limited	5	ND	3	ND	1	8	100	8	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND
		Acceptable		ND	0	ND	0		0	0	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND
		Excellence		ND	0	ND	0		0	0	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND
	Grade 10	Limited	17	ND	10	ND	16	2	ND	2	ND	ND	10	85.7	6	83.3	5	16	83.3	5	ND	ND
		Acceptable		ND	2	ND	1		ND	0	ND	ND		14.3	1	16.7	1		16.7	1	ND	ND
		Excellence		ND	0	ND	0		ND	0	ND	ND		0.0	0	0.0	0		0.0	0	ND	ND
	Grade 11	Not Yet Meeting Grade Expectations		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND
		Approaching Expectations		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND		
		Meeting Expectations		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	
	Grade 12	Not Yet Meeting Grade Expectations		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND
		Approaching Expectations		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND		
		Meeting Expectations		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	
Legend: Fall: September - January ND: No data collected for the corresponding grade/school year Spring: February - June			Footnotes: ¹ Schools only required to submit one assessment per student due to COVID complications ² Participation rates may be lower for all assessments as a result of piloting the HLAT assessment for all grades																			

Comments on Results

OCA gives insight to current status for choosing the correct program but is not necessarily accurate.

Numeracy Data			2018-19			2019-20			2020-21			2021-22		
			Enrollment Total	Fall		Enrollment Total	Fall		Enrollment Total	Fall		Enrollment Total	Fall	
				%	#		%	#		%	#		%	#
MIPI	Grade 7	Requires Attention	3	ND	1		ND	ND		ND	ND		ND	ND
		May Require Attention		ND	1		ND	ND		ND	ND			
		Does Not Require Attention		ND	1		ND	ND		ND	ND			
	Grade 8	Requires Attention	11	60.0	3		ND	ND		ND	ND	3	ND	1
		May Require Attention		20.0	1		ND	ND		ND	ND			
		Does Not Require Attention		0.0	0		ND	ND		ND	ND			
	Grade 9	Requires Attention	5	100.0	4	8	100.0	3	6	ND	2.0	3	ND	2
		May Require Attention		0.0	0		0.0	0		ND	0.0		ND	0
		Does Not Require Attention		25.0	1		0.0	0		ND	0.0		ND	0
	Grade 10	Requires Attention	17	88.9	16	2	50.0	1	10	100.0	5	16	ND	7
		May Require Attention		5.6	1		50.0	1		0.0	0		ND	0
		Does Not Require Attention		0.0	0		0.0	0		0.0	0		ND	0
	Grade 11	Not Yet Meeting Grade Expectations	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND
		Approaching Expectations	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND
		Meeting Expectations	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND
	Grade 12	Not Yet Meeting Grade Expectations	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND
		Approaching Expectations	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND
Meeting Expectations		ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	
Legend: Fall: September - January ND: No data collected for the corresponding grade/school year Spring: February - June														

Comments on Results

Testing at Grade 10 level is unrealistic because we already know they are years behind. We would prefer being able to test them at a lower level once we know they are below grade and we would want to know what they can do as opposed to what they cannot do. We also know that a different measure of numeracy skill is being sought by the school division's numeracy committee.

Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2018		2019		2020		2021		2022		2022	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 9	School	*	*	*	*	n/a	n/a	n/a	n/a	*	*	n/a	n/a
	Authority	66.0	4.9	59.6	5.3	n/a	n/a	n/a	n/a	52.9	2.2		
	Province	76.1	14.7	75.1	14.7	n/a	n/a	n/a	n/a	69.6	12.9		
K&E English Language Arts 9	School	*	*	*	*	n/a	n/a	n/a	n/a	*	*	n/a	n/a
	Authority	32.1	0.0	47.6	4.8	n/a	n/a	n/a	n/a	31.3	0.0		
	Province	55.7	5.9	57.4	5.4	n/a	n/a	n/a	n/a	50.5	5.0		
Mathematics 9	School	*	*	*	*	n/a	n/a	n/a	n/a	*	*	n/a	n/a
	Authority	51.9	8.2	44.3	6.9	n/a	n/a	n/a	n/a	29.8	3.1		
	Province	59.2	15.0	60.0	19.0	n/a	n/a	n/a	n/a	53.0	16.7		
K&E Mathematics 9	School	*	*	*	*	n/a	n/a	n/a	n/a	*	*	n/a	n/a
	Authority	29.6	7.4	55.6	2.8	n/a	n/a	n/a	n/a	50.0	0.0		
	Province	57.4	13.6	59.6	13.2	n/a	n/a	n/a	n/a	55.3	11.1		
Science 9	School	*	*	*	*	n/a	n/a	n/a	n/a	*	*	n/a	n/a
	Authority	69.5	11.5	62.9	17.4	n/a	n/a	n/a	n/a	48.2	7.5		
	Province	75.7	24.4	75.2	26.4	n/a	n/a	n/a	n/a	68.0	22.6		
K&E Science 9	School	*	*	*	*	n/a	n/a	n/a	n/a	*	*	n/a	n/a
	Authority	53.3	0.0	59.4	12.5	n/a	n/a	n/a	n/a	46.7	26.7		
	Province	64.6	12.3	61.7	10.7	n/a	n/a	n/a	n/a	57.8	11.0		
Social Studies 9	School	*	*	*	*	n/a	n/a	n/a	n/a	*	*	n/a	n/a
	Authority	55.7	8.9	49.2	7.9	n/a	n/a	n/a	n/a	38.4	5.6		
	Province	66.7	21.5	68.7	20.6	n/a	n/a	n/a	n/a	60.8	17.2		
K&E Social Studies 9	School	*	*	*	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Authority	25.0	3.6	33.3	9.5	n/a	n/a	n/a	n/a	33.3	11.1		
	Province	55.2	14.2	55.9	15.0	n/a	n/a	n/a	n/a	53.2	14.1		

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

		Prairie View Outreach School							Alberta			
		Achievement	Improvement	Overall	2022		Prev 3 Year Average		2022		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	1	*	n/a	n/a	35,521	69.6	47,465	75.1
	Standard of Excellence	n/a	n/a	n/a	1	*	n/a	n/a	35,521	12.9	47,465	14.7

K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	3	*	n/a	n/a	1,310	50.5	1,569	57.4
	Standard of Excellence	n/a	n/a	n/a	3	*	n/a	n/a	1,310	5.0	1,569	5.4
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	1	*	n/a	n/a	32,890	53.0	46,764	60.0
	Standard of Excellence	n/a	n/a	n/a	1	*	n/a	n/a	32,890	16.7	46,764	19.0
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	3	*	n/a	n/a	1,746	55.3	2,190	59.6
	Standard of Excellence	n/a	n/a	n/a	3	*	n/a	n/a	1,746	11.1	2,190	13.2
Science 9	Acceptable Standard	n/a	n/a	n/a	1	*	n/a	n/a	31,215	68.0	47,489	75.2
	Standard of Excellence	n/a	n/a	n/a	1	*	n/a	n/a	31,215	22.6	47,489	26.4
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	3	*	n/a	n/a	1,185	57.8	1,536	61.7
	Standard of Excellence	n/a	n/a	n/a	3	*	n/a	n/a	1,185	11.0	1,536	10.7
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	4	*	n/a	n/a	30,108	60.8	47,496	68.7
	Standard of Excellence	n/a	n/a	n/a	4	*	n/a	n/a	30,108	17.2	47,496	20.6
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,167	53.2	1,466	55.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,167	14.1	1,466	15.0

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 9 in 2017/18.
5. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

Diploma Examination Results – Measure Details

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2018		2019		2020		2021		2022		2022	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	School	n/a	n/a	*	*	n/a	n/a	n/a	n/a	*	*	n/a	n/a
	Authority	77.5	6.3	84.7	0.9	n/a	n/a	n/a	n/a	64.5	3.2		
	Province	87.5	13.2	86.8	12.3	n/a	n/a	n/a	n/a	78.8	9.4		
English Lang Arts 30-2	School	*	*	*	*	n/a	n/a	n/a	n/a	*	*	n/a	n/a
	Authority	88.9	6.1	83.3	4.2	n/a	n/a	n/a	n/a	78.4	2.7		
	Province	88.0	13.1	87.1	12.1	n/a	n/a	n/a	n/a	80.8	12.3		
Mathematics 30-1	School	*	*	*	*	n/a	n/a	n/a	n/a	*	*	n/a	n/a
	Authority	66.7	25.0	42.4	5.1	n/a	n/a	n/a	n/a	38.1	0.0		
	Province	77.8	35.3	77.8	35.1	n/a	n/a	n/a	n/a	63.6	23.0		
Mathematics 30-2	School	*	*	*	*	n/a	n/a	n/a	n/a	*	*	n/a	n/a
	Authority	55.9	3.4	53.4	5.2	n/a	n/a	n/a	n/a	27.1	0.0		
	Province	74.2	16.4	76.5	16.8	n/a	n/a	n/a	n/a	61.5	11.8		
Social Studies 30-1	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Authority	73.9	12.5	71.6	3.7	n/a	n/a	n/a	n/a	66.7	8.3		
	Province	86.2	17.7	86.6	17.0	n/a	n/a	n/a	n/a	81.5	15.8		
Social Studies 30-2	School	*	*	*	*	n/a	n/a	n/a	n/a	*	*	n/a	n/a
	Authority	73.0	2.6	63.4	1.8	n/a	n/a	n/a	n/a	62.5	3.6		
	Province	78.8	12.2	77.8	12.2	n/a	n/a	n/a	n/a	72.5	13.2		
Biology 30	School	*	*	n/a	n/a	n/a	n/a	n/a	n/a	*	*	n/a	n/a
	Authority	76.9	20.0	77.4	13.1	n/a	n/a	n/a	n/a	71.1	17.8		
	Province	86.6	36.6	83.9	35.5	n/a	n/a	n/a	n/a	74.3	25.2		
Chemistry 30	School	*	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Authority	68.3	17.1	56.8	8.1	n/a	n/a	n/a	n/a	61.8	17.6		
	Province	83.6	38.3	85.7	42.5	n/a	n/a	n/a	n/a	77.1	31.1		
Physics 30	School	n/a	n/a	*	*	n/a	n/a	n/a	n/a	*	*	n/a	n/a
	Authority	88.5	30.8	45.5	13.6	n/a	n/a	n/a	n/a	53.1	3.1		
	Province	86.2	43.6	87.5	43.5	n/a	n/a	n/a	n/a	78.5	34.6		
Science 30	School	*	*	*	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Authority	72.7	4.5	80.0	24.0	n/a	n/a	n/a	n/a	77.8	0.0		
	Province	85.4	31.5	85.7	31.2	n/a	n/a	n/a	n/a	75.7	17.2		

Diploma Examination Results Course By Course Summary With Measure Evaluation

Course		Prairie View Outreach School							Alberta			
		Achievement	Improvement	Overall	2022		Prev 3 Year Average		2022		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	3	*	n/a	n/a	17,372	78.8	29,832	86.8
	Standard of Excellence	n/a	n/a	n/a	3	*	n/a	n/a	17,372	9.4	29,832	12.3
English Lang Arts 30-2	Acceptable Standard	n/a	n/a	n/a	1	*	n/a	n/a	8,903	80.8	16,640	87.1
	Standard of Excellence	n/a	n/a	n/a	1	*	n/a	n/a	8,903	12.3	16,640	12.1
Mathematics 30-1	Acceptable Standard	n/a	n/a	n/a	1	*	n/a	n/a	9,102	63.6	19,389	77.8
	Standard of Excellence	n/a	n/a	n/a	1	*	n/a	n/a	9,102	23.0	19,389	35.1
Mathematics 30-2	Acceptable Standard	n/a	n/a	n/a	3	*	n/a	n/a	7,872	61.5	14,465	76.5
	Standard of Excellence	n/a	n/a	n/a	3	*	n/a	n/a	7,872	11.8	14,465	16.8
Social Studies 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	13,811	81.5	21,610	86.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	13,811	15.8	21,610	17.0
Social Studies 30-2	Acceptable Standard	n/a	n/a	n/a	2	*	n/a	n/a	11,131	72.5	20,758	77.8
	Standard of Excellence	n/a	n/a	n/a	2	*	n/a	n/a	11,131	13.2	20,758	12.2
Biology 30	Acceptable Standard	n/a	n/a	n/a	2	*	n/a	n/a	13,449	74.3	22,442	83.9
	Standard of Excellence	n/a	n/a	n/a	2	*	n/a	n/a	13,449	25.2	22,442	35.5
Chemistry 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	10,196	77.1	18,525	85.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	10,196	31.1	18,525	42.5
Physics 30	Acceptable Standard	n/a	n/a	n/a	1	*	n/a	n/a	5,560	78.5	9,247	87.5
	Standard of Excellence	n/a	n/a	n/a	1	*	n/a	n/a	5,560	34.6	9,247	43.5
Science 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,887	75.7	9,676	85.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	4,887	17.2	9,676	31.2

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
- Participation in the Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
- A written-response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.

Comments on Results

The number of students who wrote diploma and provincial achievement exams was below 6 students in 2022, so results were not posted.

DOMAIN 2: TEACHING AND LEADING

Education Quality

Percentage of teachers, parents and students satisfied with the overall quality of basic education.																																	
	School										Authority										Province												
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	34	94.0	31	82.8	34	89.2	22	87.9	24	90.2	Very High	Maintained	Excellent	1,181	87.7	946	84.3	1,086	88.1	876	86.7	994	87.8	254,026	90.0	265,841	90.2	264,623	90.3	230,814	89.6	249,532	89.0
Parent	14	96.4	3	*	12	84.7	2	*	2	*	*	*	*	252	83.4	157	78.6	177	83.3	90	80.4	96	86.9	35,499	86.0	35,262	86.4	36,907	86.7	31,024	86.7	31,728	86.1
Student	20	91.7	31	82.8	22	93.8	22	87.9	24	90.2	Very High	Maintained	Excellent	743	86.9	622	81.0	716	87.0	604	86.0	721	84.8	185,888	88.2	197,282	88.1	193,763	87.8	169,589	86.3	186,834	85.9
Teacher	4	*	3	*	4	*	3	*	3	*	*	*	*	186	92.9	167	93.3	193	93.9	182	93.7	177	91.7	32,639	95.8	33,297	96.1	33,953	96.4	30,201	95.7	30,970	95.0

Comments on Results

Results are higher than last year so we hope that is the result of our increased efforts to connect with students.

DOMAIN 3: LEARNING SUPPORTS

Welcoming, Caring, Respectful and Safe Learning Environments

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.																																	
	School										Measure Evaluation			Authority										Province									
	2018		2019		2020		2021		2022					2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	n/a	n/a	n/a	n/a	n/a	n/a	22	82.0	24	86.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	877	84.7	994	83.3	n/a	n/a	n/a	n/a	n/a	n/a	231,091	87.8	249,941	86.1	
Parent	n/a	n/a	n/a	n/a	n/a	n/a	2	*	2	*	*	*	*	n/a	n/a	n/a	n/a	n/a	n/a	90	79.0	96	81.3	n/a	n/a	n/a	n/a	n/a	n/a	30,980	88.2	31,715	86.9
Student	n/a	n/a	n/a	n/a	n/a	n/a	22	82.0	24	86.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	605	79.3	721	74.3	n/a	n/a	n/a	n/a	n/a	n/a	169,900	79.8	187,258	77.7	
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	3	*	3	*	*	*	*	n/a	n/a	n/a	n/a	n/a	n/a	182	95.7	177	94.4	n/a	n/a	n/a	n/a	n/a	n/a	30,211	95.3	30,968	93.6

Comments on Results

Results increased over last year. The outreach model of school appeals to our type of student, so this school environment reflects their needs.

Access to Supports & Services

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.																																	
	School										Measure Evaluation			Authority										Province									
	2018		2019		2020		2021		2022					2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	n/a	n/a	n/a	n/a	n/a	n/a	22	89.4	24	91.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	876	83.2	992	83.2	n/a	n/a	n/a	n/a	n/a	n/a	230,761	82.6	249,570	81.6		
Parent	n/a	n/a	n/a	n/a	n/a	n/a	2	*	2	*	*	*	*	n/a	n/a	n/a	n/a	n/a	n/a	90	74.7	96	78.4	n/a	n/a	n/a	n/a	n/a	n/a	30,936	78.9	31,684	77.4
Student	n/a	n/a	n/a	n/a	n/a	n/a	22	89.4	24	91.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	604	84.1	719	81.6	n/a	n/a	n/a	n/a	n/a	n/a	169,631	80.2	186,935	80.1		
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	3	*	3	*	*	*	*	n/a	n/a	n/a	n/a	n/a	182	90.8	177	89.7	n/a	n/a	n/a	n/a	n/a	n/a	30,194	88.7	30,951	87.3	

Comments on Results

Results increased over last year, and students obviously feel supported. Unfortunately, when illness strikes, no teacher substitutes are available to provide students with assistance from a certified teacher.

Program of Studies - At Risk Students

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.																																	
	School													Authority										Province									
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	34	91.0	31	88.0	33	86.3	22	89.4	24	91.7	Very High	Maintained	Excellent	1,179	86.4	944	81.3	1,084	86.3	876	83.4	992	84.2	253,515	84.2	265,362	84.7	264,165	84.9	230,686	82.7	249,524	81.9
Parent	14	90.5	3	*	12	80.6	2	*	2	*	*	*	*	252	79.1	157	72.0	177	78.5	90	72.1	96	78.1	35,439	77.0	35,184	77.8	36,846	78.1	30,874	76.7	31,643	75.3
Student	20	91.5	31	88.0	21	92.1	22	89.4	24	91.7	Very High	Maintained	Excellent	741	84.7	620	80.0	714	85.5	604	84.1	719	81.6	185,470	81.7	196,933	81.9	193,409	82.2	169,631	80.2	186,935	80.1
Teacher	4	*	3	*	4	*	3	*	3	*	*	*	*	186	95.3	167	91.8	193	95.0	182	93.9	177	92.8	32,606	94.0	33,245	94.5	33,910	94.4	30,181	91.2	30,946	90.3

Comments on Results

Results increased over last year, and students obviously feel supported. We feel the need to improve scheduling of the Learning Support Teacher who is shared with another school.

Inclusion – Pyramid of Intervention

HPSD supports inclusion through a multi-tiered approach. All students have a continuum of needs that can be met, to a varying degree, by differentiated instruction. School-based Learning Support Teachers (LSTs) engage in coaching conversations with staff regarding the ways and means of supporting a differentiated program of studies.

Each HPSPD school annually reviews their pyramid of intervention to include:

- the universal, targeted and intensive supports available
- the process by which teachers collaborate to implement strategies [Response to Intervention]
- a display of the pyramid of intervention on Dossier (online) where staff have easy access
- development of a network of supports to enable conversations about the progress of students

A divisional Educational Assistant committee was founded with representatives from each school. The representatives surveyed their school's educational assistants to determine areas of interest to support students and professional development opportunities to reflect local context.

First Nation, Métis, and Inuit Programming (Indigenous Education Coaches)

The Indigenous Education Coach has shifted its focus from a student-centered approach to a Universal Education Model.

The goal of this model is that all students will have a deep understanding of our Canadian history, including Indigenous cultures, perspectives, Treaties and Land agreements, the Legacy of Residential Schools, and the contributions of Indigenous Culture in shaping our Canadian identity.

This model will support all staff in meeting the TQS #5 through monthly professional development sessions designed to build the capacity of our teachers to accurately and confidently deliver Indigenous materials in their classrooms. Moving future generations forward in creating a more inclusive Canada.

This model will allow Indigenous Learners to see themselves reflected in the curriculum. Classroom content across subject areas from Kindergarten to grade 12 will be respectful, authentic and genuine. Often including consultations with Elders and Knowledge Keepers.

The Indigenous Education Team has supported all the schools within the division. Some of the events and activities that took place in the 2021-22 school year included:

All schools received one hour of coach-led professional development each month.

We had Elders, Knowledge Keepers, and presenters come to our school, and we also took advantage of technology by having virtual presentations. Some of these presentations included:

- Storytellers and Indigenous educators joined High School Science classes to discuss the concepts of interconnection and Indigenous worldviews.
- Indigenous author Jessica Johns gave a presentation to High School English students in their poetry units.
- All Indigenous graduates took part in virtual Sacred Feather teachings and Sash teachings.

High School students participated in the virtual Indspire Youth Conference.

High School students met virtually with Indigenous professors and scholars from the University of Calgary as a kick-off to an Indigenous Mentorship Program with the goal of encouraging students to pursue a career in education.

Land-based learning still took place with local Elders in outdoor spaces, whether they were within walking distance from our school or available by bus transportation. Teachings included trapping and hunting, tipi teachings, traditional medicine walks, traditional food gathering and storage, ice fishing, and fish drying and smoking.

Ongoing classroom presentations in all subject areas from Kindergarten to Grade 12 included treaty presentations, Kairos Blanket Exercises, 7 Grandfather Teachings, and medicine wheel teachings.

The Indigenous Education Team started the development of a Google Classroom, which has been in place since the 2021-22 school year. It is filled with resources to support Kindergarten to Grade 12 classrooms in all subject areas.

DOMAIN 4: GOVERNANCE

Satisfaction with Program Access

Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.																																	
	School										Measure Evaluation			Authority										Province									
	2018		2019		2020		2021		2022					2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	34	71.1	31	73.2	34	74.3	21	81.8	24	90.4	Very High	Improved	Excellent	1,165	80.8	937	75.6	1,081	83.2	870	81.0	986	83.7	251,836	72.8	263,978	73.1	262,662	75.2	228,281	71.8	247,744	72.6
Parent	14	74.6	3	*	12	61.1	2	*	1	*	*	*	*	243	68.6	152	63.5	173	74.1	87	71.1	93	79.6	34,350	61.2	34,371	61.1	35,963	68.4	29,417	65.7	30,664	67.4
Student	20	67.5	31	73.2	22	87.5	21	81.8	24	90.4	Very High	Improved	Excellent	737	85.7	618	78.2	714	84.6	601	85.2	716	84.1	184,949	78.9	196,411	78.8	192,861	79.0	168,839	71.9	186,237	73.5
Teacher	4	*	3	*	4	*	3	*	3	*	*	*	*	185	88.0	167	85.0	194	90.8	182	86.7	177	87.5	32,537	78.3	33,196	79.3	33,838	78.1	30,025	77.8	30,843	77.0

Comments on Results

We didn't have enough parents participate in the survey to see their opinion, but notice that students feel strongly satisfied with their program access. We suspect the increased satisfaction is directly related to having our school open for teaching more than in the previous two school years due to lessening of the Covid restrictions.