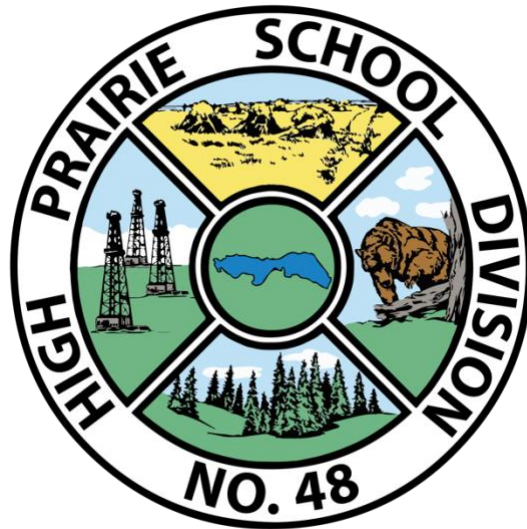




Prairie View Outreach School

**Annual Education Results Report
2022-23**



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 10 to 12. Last year, we also had a few Grade 9 students. 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. Individualized and flexible programming is offered within a small, personal setting. In addition to facilities located in other schools operated by High Prairie School Division, our students access a wide variety of amenities in the community including an indoor pool, curling rink, and skating rink.

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).

Principal's Message:

At Prairie View Outreach, we believe that all students can succeed. We value relationships and continue to increase connections between students, staff, and families. Staff are committed to providing a caring educational climate which challenges and inspires students towards fulfilling their personal aspirations, regardless of their chosen pathway. We design an education program that universally promotes success by working to help students express their learning in different ways, at their own pace.

Having a focus on differentiating learning to meet the needs of all students has helped us address the continuing challenges caused by pandemic pressures and guidelines. Many students have suffered learning gaps from interrupted class time, while some have even disappeared from the school scene for two or more years. Although we see shortcomings in the skills of incoming students, we take them where they're at and help them grow.

At Prairie View Outreach School:

We provide secondary students from grades 10 through 12 with 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 or 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 EW 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 and support each student in attaining his or her own personal goals.

The Prairie View Outreach staff consists of 1.5 FTE teachers, a 0.5 FTE vice principal, an FTE administrative assistant and an FTE educational assistant. Additionally, a Learning Support Teacher, a Career Coach, and an Indigenous Education Coach who are shared with EW Pratt High School provide support to our students.

Our teachers deliver a full complement of Grade 10 and 11 high school core courses to students using a Google Classroom delivery system. Our 30-level courses are provided in person by EW Pratt School or online by Golden Hills Learning Academy. Some students remain off-site, using the Google platform through which they can request Google Meetings with teachers if the need arises. In addition to core courses, teachers also teach and assess Locally Developed Courses, CTS courses, Off-Campus Education courses, and Physical Education. Most weeks, we ensure regular PE programming that spans a range of activities, including skating, swimming, basketball, softball, and disc golf. Our students also have access to Dual Credit courses.

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, field trips, cultural celebrations or practices, storytelling, and direct instruction. Wherever possible, we align teachings with specific courses to allow students to achieve high school credits for their work (such as ribbon skirt sewing for CTS Fashion credits, for example).

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

Fall 2023 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	65.7	79.0	79.0	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	77.8	76.5	75.9	80.3	81.4	82.3	High	Maintained	Good
	3-year High School Completion	0.0	0.0	3.4	80.7	83.2	82.3	Very Low	Maintained	Concern
	5-year High School Completion	23.7	20.2	13.7	88.6	87.1	86.2	Very Low	Maintained	Concern
	PAT: Acceptable	0.0	*	n/a	63.3	64.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	0.0	*	n/a	16.0	17.7	n/a	Very Low	n/a	n/a
	Diploma: Acceptable	42.9	46.2	n/a	80.3	75.2	n/a	Very Low	n/a	n/a
	Diploma: Excellence	0.0	0.0	n/a	21.2	18.2	n/a	Very Low	n/a	n/a
Teaching & Leading	Education Quality	76.7	90.2	89.7	88.1	89.0	89.7	Very Low	Declined	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	82.2	86.3	86.3	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	85.2	91.7	91.7	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	n/a	n/a	78.3	79.1	78.8	80.3	n/a	n/a	n/a

Fall 2023 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	57.0	59.5	59.1	Very Low	Maintained	Concern
	5-year High School Completion	20.6	12.6	12.4	71.3	68.0	67.0	Very Low	Maintained	Concern
	PAT: Acceptable	*	*	n/a	40.5	43.3	n/a	*	n/a	n/a
	PAT: Excellence	*	*	n/a	5.5	5.9	n/a	*	n/a	n/a
	Diploma: Acceptable	*	41.7	n/a	74.8	68.7	n/a	*	n/a	n/a
	Diploma: Excellence	*	0.0	n/a	11.3	8.5	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. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 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.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
4. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 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.
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
7. 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.
8. 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 Exam 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: 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										
	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	%		
3 Year Completion	10	0.0	10	10.1	12	0.0	16	0.0	10	0.0	Very Low	Maintained	Concern	260	64.4	252	60.1	246	60.8	263	61.3	250	55.3	44,978	79.7	45,354	80.3	46,245	83.4	47,675	83.2	48,340	80.7
4 Year Completion	8	12.8	10	10.5	11	9.2	13	7.9	15	0.0	Very Low	Declined	Concern	249	69.3	261	70.8	250	69.1	246	66.4	265	63.3	44,994	83.3	44,980	84.0	45,351	85.0	46,242	87.1	47,660	86.5
5 Year Completion	14	7.3	9	11.4	11	9.5	10	20.2	13	23.7	Very Low	Maintained	Concern	283	71.5	249	71.1	265	73.0	250	70.8	245	68.7	44,842	85.2	44,988	85.3	44,972	86.2	45,344	87.1	46,238	88.6

First Nation, Métis, and Inuit High School Completion Rate

	Prairie View Outreach School (FNMI)										Measure Evaluation			Alberta (FNMI)									
	2018		2019		2020		2021		2022					2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
3 Year Completion	9	0.0	8	0.0	9	0.0	13	0.0	9	0.0	Very Low	Maintained	Concern	3,632	57.1	3,750	55.9	3,814	62.0	3,972	59.5	3,943	57.0
4 Year Completion	8	12.8	9	11.7	9	0.0	10	0.0	13	0.0	Very Low	Maintained	Concern	3,453	60.8	3,524	64.2	3,670	63.6	3,729	68.6	3,936	65.8
5 Year Completion	13	7.9	8	12.8	9	11.8	8	12.6	10	20.6	Very Low	Maintained	Concern	3,266	64.5	3,407	65.0	3,469	68.1	3,593	68.0	3,719	71.3

Comments on Results

Every PVO student who graduates is a big win! These students come to us when they have not succeeded in a regular stream and often come as a last resort before dropping out. They are usually behind in their studies to begin with and often have other commitments like jobs or disruptions in their studies due to personal concerns. So, while it does take them longer to reach graduation, and only 13 graduated last year, that is 13 students who have completed high school that otherwise may have given up.

We have also increased our partnership with EW Pratt School, with an increase in the number of blended students. Because PVO students are now completing their 30-level courses in classes at EWP, they often graduate at that school. With so many blended students moving between the two schools, we believe that the appearance of decline may not be an accurate representation of reality.

Citizenship

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.																																	
	School										Measure Evaluation			Authority										Province									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	31	69.8	33	75.3	22	78.5	24	76.5	19	77.8	High	Maintained	Good	944	73.2	1,084	78.3	876	80.3	993	77.8	994	74.6	265,614	82.9	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3
Parent	3	*	12	67.8	2	*	1	*	2	*	*	*	*	157	69.1	177	73.0	89	71.0	95	73.6	98	68.7	35,247	81.9	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4
Student	31	69.8	21	82.9	22	78.5	24	76.5	19	77.8	Very High	Maintained	Excellent	620	64.4	714	72.0	605	76.3	721	69.6	736	66.8	197,090	73.5	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3
Teacher	3	*	4	*	3	*	3	*	1	*	*	*	*	167	86.0	193	90.0	182	93.4	177	90.3	160	88.4	33,277	93.2	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3

Comments on Results

We are pleased with this result and do our best to help students grow and become positive members of our community. The students in our school take care of each other, and we often see huge improvements in their behaviour when they join us at PVO. They recognize this growth in themselves and take pride in their progress.

Student Learning Engagement

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.																																	
	School													Authority										Province									
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	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	22	73.8	24	79.0	19	65.7	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	877	83.1	993	85.3	994	82.8	n/a	n/a	n/a	n/a	230,956	85.6	249,740	85.1	257,214	84.4
Parent	n/a	n/a	n/a	n/a	2	*	2	*	2	*	*	*	*	n/a	n/a	n/a	n/a	90	79.2	96	90.9	98	84.9	n/a	n/a	n/a	n/a	30,994	89.0	31,694	88.7	31,862	87.3
Student	n/a	n/a	n/a	n/a	22	73.8	24	79.0	19	65.7	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	605	74.1	720	71.0	736	69.3	n/a	n/a	n/a	n/a	169,789	71.8	187,102	71.3	193,029	70.9
Teacher	n/a	n/a	n/a	n/a	3	*	3	*	1	*	*	*	*	n/a	n/a	n/a	n/a	182	96.1	177	94.1	160	94.3	n/a	n/a	n/a	n/a	30,173	96.0	30,944	95.5	32,323	95.1

Comments on Results

Students sometimes struggle to engage in an Outreach setting as much of the learning is self-directed. They need to garner motivation and initiative to succeed. This year, we are increasing the direct instruction students are receiving at the school and offering more option courses by teaming up with EWP, so we are hopeful engagement will improve. Unfortunately, measure evaluation in this category is based only on student perception, so we wish that we had enough teacher and parent input to report their perception as well.

Drop Out Rate

Drop Out Rate - annual dropout rate of students aged 14 to 18																																	
	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	%
Drop Out Rate	29	36.3	35	36.7	72	14.2	66	28.1	57	20.9	Very Low	Maintained	Concern	977	6.2	1,015	6.3	1,050	5.5	1,001	8.3	1,015	8.3	182,832	2.6	184,812	2.7	186,228	2.6	189,713	2.3	191,156	2.5
Returning Rate	16	7.1	11	19.4	13	15.7	11	9.8	19	16.4	n/a	n/a	n/a	67	25.0	66	13.5	69	15.8	62	19.0	91	18.3	6,800	22.7	6,750	18.2	6,720	18.1	6,408	17.3	5,940	17.2

Comments on Results

PVO is often a last stop for students who would otherwise drop out. We take on students who are not having success at a regular school, and instead of dropping out, they try our school first to see if they can find success. Every student who does succeed at our school is something to celebrate. Naturally, our success rates are lower as students who come to us often have issues with attendance, academics, or anxiety. Others are looking to go into trades, so they complete the courses needed without graduating and then move directly into the workplace. This is reported as "dropping out" because they did not complete a certificate or diploma program. We are cognizant that situations at home can have an adverse effect on regular attendance and we work with the students to overcome this.

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										Measure Evaluation			Authority										Province									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	31	60.7	34	60.5	22	53.1	24	72.1	18	59.4	Very Low	Maintained	Concern	647	78.5	825	82.1	594	80.5	694	82.4	696	82.4	181,846	82.2	184,393	82.4	157,680	81.9	172,339	82.9	179,589	82.9
Parent	3	*	12	53.7	2	*	1	*	2	*	*	*	*	157	77.0	177	77.8	90	78.6	95	81.5	98	78.5	35,252	80.1	36,901	80.1	30,817	81.7	31,625	82.4	31,780	82.2
Student	31	60.7	22	67.2	22	53.1	24	72.1	18	59.4	Low	Maintained	Issue	323	71.1	455	80.0	322	76.2	422	77.8	438	79.1	113,304	77.4	113,541	77.8	96,676	74.9	109,776	76.9	115,487	77.4
Teacher	3	*	4	*	3	*	3	*	1	*	*	*	*	167	87.3	193	88.6	182	86.8	177	87.9	160	89.6	33,290	89.1	33,951	89.3	30,187	89.2	30,938	89.3	32,322	89.3

Comments on Results

Due to limited staff and facilities at PVO, we cannot offer a full range of options courses. However, we are now teaming up with EWP to allow students to access IA, PE, Art, Drama, and other options offered there so this measure will hopefully improve. The phrasing of this question in the survey leads some students to base their answers on PVO only rather than what is offered by their combined program spread over the two schools. This year we have been treating it more like we are one school with two locations and differing delivery methods. Having a single principal for both schools has facilitated this.

Rutherford Eligibility Rate

Percentage of Grade 12 students eligible for a Rutherford Scholarship.																																	
	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	%		
Rutherford Scholarship Eligibility Rate	14	50.0	38	39.5	31	22.6	31	29.0	31	38.7	Very Low	Maintained	Concern	355	50.1	368	48.9	307	45.9	305	48.5	296	51.7	60,559	64.8	58,970	66.6	59,357	68.0	58,631	70.2	57,307	71.9

Comments on Results

We are happy that this increased 10% this year over last and is up 16% over the last two years. We expect it to be low as most students coming to us are in the non-academic streams, so they do not have the courses required for the scholarship. For example, many students are taking science 14, but you need science 10 to qualify for the scholarship.

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										Measure Evaluation			Authority										Province									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	31	91.3	34	86.5	22	88.0	24	91.5	19	84.4	Intermediate	Maintained	Acceptable	944	84.1	1,083	86.5	877	87.3	994	87.4	994	84.4	265,382	89.0	264,204	89.4	230,987	90.0	249,835	88.8	257,278	87.5
Parent	3	*	12	80.4	2	*	2	*	2	*	*	*	*	157	82.1	177	83.6	90	81.6	96	86.8	98	82.5	35,247	89.7	36,899	90.2	30,969	90.5	31,707	89.5	31,879	88.1
Student	31	91.3	22	92.7	22	88.0	24	91.5	19	84.4	Very High	Maintained	Excellent	620	77.3	713	80.7	605	83.5	721	79.6	736	78.1	196,856	82.3	193,364	82.6	169,813	84.0	187,165	82.5	193,049	81.5
Teacher	3	*	4	*	3	*	3	*	1	*	*	*	*	167	92.9	193	95.1	182	96.7	177	95.7	160	92.7	33,279	95.1	33,941	95.3	30,205	95.4	30,963	94.3	32,350	93.0

Comments on Results

Safe and caring is a strong point for our school. The small size means that students are well known by staff and can form positive connections. We have isolated workspaces for highly anxious students to help them feel safe. We also do not have the hallway or bathroom spaces where bullying can occur in a regular school which helps make us a safe place for students.

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									Measure Evaluation			Authority										Province										
	2019		2020		2021		2022		2023				2019		2020		2021		2022		2023		2019		2020		2021		2022		2023		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	30	84.7	33	87.5	22	88.1	24	100.0	19	85.7	Very High	Maintained	Excellent	934	77.4	1,083	81.1	850	76.7	974	71.1	980	75.4	263,364	81.0	262,079	81.5	224,041	81.4	243,980	74.2	251,355	75.2
Parent	3	*	12	75.0	1	*	1	*	2	*	*	*	*	150	73.3	176	76.7	79	68.4	92	56.5	96	69.8	34,159	80.3	35,896	80.0	28,016	81.7	30,147	70.0	30,371	72.5
Student	30	84.7	21	100.0	22	88.1	24	100.0	19	85.7	Very High	Declined	Good	617	73.1	714	81.0	600	79.8	718	72.6	731	73.5	196,592	79.4	192,917	79.6	167,992	79.1	185,107	76.3	191,142	75.0
Teacher	3	*	4	*	3	*	3	*	1	*	*	*	*	167	85.6	193	85.5	171	81.9	164	84.1	153	83.0	32,613	83.4	33,266	85.0	28,033	83.4	28,726	76.3	29,842	78.0

Comments on Results

The 100% last year was students enjoying getting back to normal after Covid. We still feel 85.7% this year is very good, even though it has declined. This year we have made many changes to improve pacing and instructional time so we hope that students will see this as improvement in this year's survey. We also notice that many students who have not found success in a regular school program are relieved with the flexibility of outreach programming.

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										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	%		
4 Year Rate	8	12.8	10	0.0	11	0.0	13	0.0	15	0.0	Very Low	Maintained	Concern	249	33.5	261	38.0	250	36.0	246	33.7	265	25.1	44,994	40.2	44,980	40.9	45,351	40.5	46,242	41.2	47,660	40.2
6 Year Rate	10	31.5	14	7.9	9	11.5	11	0.0	10	20.8	Very Low	Maintained	Concern	249	52.6	282	53.5	250	48.2	265	47.7	250	49.3	43,728	59.1	44,832	60.3	44,983	60.0	44,966	60.3	45,342	59.7

Comments on Results

Highly academic students who plan to attend university usually can succeed in a regular program, so they do not end up attending the Outreach. Our students often have a goal to graduate, but very few plan to attend post-secondary. We are very proud of our 20% who went into post-secondary within 6 years. Those are 10 students who may not have graduated, let alone attended post-secondary, without PVO.

Provincial Achievement Test Results

PAT Course by Course Results by Number Enrolled.

		Results (in percentages)										Target	
		2019		2020		2021		2022		2023		2023	
		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	59.6	5.3	n/a	n/a	n/a	n/a	52.9	2.2	44.8	3.9		
	Province	75.1	14.7	n/a	n/a	n/a	n/a	69.6	12.9	71.4	13.4		
K&E English Language Arts 9	School	*	*	n/a	n/a	n/a	n/a	*	*	n/a	n/a	n/a	n/a
	Authority	47.6	4.8	n/a	n/a	n/a	n/a	31.3	0.0	*	*		
	Province	57.4	5.4	n/a	n/a	n/a	n/a	50.5	5.0	50.2	5.7		
Mathematics 9	School	*	*	n/a	n/a	n/a	n/a	*	*	*	*	n/a	n/a
	Authority	44.3	6.9	n/a	n/a	n/a	n/a	29.8	3.1	28.9	4.9		
	Province	60.0	19.0	n/a	n/a	n/a	n/a	53.0	16.7	54.4	13.5		
K&E Mathematics 9	School	*	*	n/a	n/a	n/a	n/a	*	*	n/a	n/a	n/a	n/a
	Authority	55.6	2.8	n/a	n/a	n/a	n/a	50.0	0.0	*	*		
	Province	59.6	13.2	n/a	n/a	n/a	n/a	55.3	11.1	52.7	11.3		
Science 9	School	*	*	n/a	n/a	n/a	n/a	*	*	*	*	n/a	n/a
	Authority	62.9	17.4	n/a	n/a	n/a	n/a	48.2	7.5	38.2	6.1		
	Province	75.2	26.4	n/a	n/a	n/a	n/a	68.0	22.6	66.3	20.1		
K&E Science 9	School	*	*	n/a	n/a	n/a	n/a	*	*	n/a	n/a	n/a	n/a
	Authority	59.4	12.5	n/a	n/a	n/a	n/a	46.7	26.7	*	*		
	Province	61.7	10.7	n/a	n/a	n/a	n/a	57.8	11.0	52.9	10.9		
Social Studies 9	School	*	*	n/a	n/a	n/a	n/a	*	*	*	*	n/a	n/a
	Authority	49.2	7.9	n/a	n/a	n/a	n/a	38.4	5.6	32.2	7.4		
	Province	68.7	20.6	n/a	n/a	n/a	n/a	60.8	17.2	58.4	15.9		

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

		Prairie View Outreach School							Alberta			
		Achievement	Improvement	Overall	2023		Prev 3 Year Average		2023		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 9	Acceptable Standard	*	*	*	7	*	n/a	n/a	56,255	71.4	n/a	n/a
	Standard of Excellence	*	*	*	7	*	n/a	n/a	56,255	13.4	n/a	n/a
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,254	50.2	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,254	5.7	n/a	n/a
Mathematics 9	Acceptable Standard	*	*	*	7	*	n/a	n/a	55,447	54.4	n/a	n/a
	Standard of Excellence	*	*	*	7	*	n/a	n/a	55,447	13.5	n/a	n/a
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,815	52.7	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,815	11.3	n/a	n/a

Science 9	Acceptable Standard	*	*	*	7	*	n/a	n/a	56,311	66.3	n/a	n/a
	Standard of Excellence	*	*	*	7	*	n/a	n/a	56,311	20.1	n/a	n/a
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,197	52.9	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,197	10.9	n/a	n/a
Social Studies 9	Acceptable Standard	*	*	*	7	*	n/a	n/a	56,309	58.4	n/a	n/a
	Standard of Excellence	*	*	*	7	*	n/a	n/a	56,309	15.9	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. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
4. Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
6. 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.

Comments on Results

Due to wildfires, the PATs were optional at PVO this year, and very few wrote, therefore, there was not enough data to report.

Diploma Examination Results

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2019		2020		2021		2022		2023		2023	
		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
	Authority	84.7	0.9	n/a	n/a	n/a	n/a	64.5	3.2	74.2	1.0		
	Province	86.8	12.3	n/a	n/a	n/a	n/a	78.8	9.4	83.7	10.5		
English Lang Arts 30-2	School	*	*	n/a	n/a	n/a	n/a	*	*	n/a	n/a	n/a	n/a
	Authority	83.3	4.2	n/a	n/a	n/a	n/a	78.4	2.7	87.0	3.7		
	Province	87.1	12.1	n/a	n/a	n/a	n/a	80.8	12.3	86.2	12.7		
Mathematics 30-1	School	*	*	n/a	n/a	n/a	n/a	*	*	n/a	n/a	n/a	n/a
	Authority	42.4	5.1	n/a	n/a	n/a	n/a	38.1	0.0	44.4	6.7		
	Province	77.8	35.1	n/a	n/a	n/a	n/a	63.6	23.0	70.8	29.0		
Mathematics 30-2	School	*	*	n/a	n/a	n/a	n/a	*	*	*	*	n/a	n/a
	Authority	53.4	5.2	n/a	n/a	n/a	n/a	27.1	0.0	45.1	3.9		
	Province	76.5	16.8	n/a	n/a	n/a	n/a	61.5	11.8	71.1	15.2		
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
	Authority	71.6	3.7	n/a	n/a	n/a	n/a	66.7	8.3	72.9	11.9		
	Province	86.6	17.0	n/a	n/a	n/a	n/a	81.5	15.8	83.5	15.9		
Social Studies 30-2	School	*	*	n/a	n/a	n/a	n/a	*	*	*	*	n/a	n/a
	Authority	63.4	1.8	n/a	n/a	n/a	n/a	62.5	3.6	73.3	2.6		

	Province	77.8	12.2	n/a	n/a	n/a	n/a	72.5	13.2	78.1	12.3		
Biology 30	School	n/a	n/a	n/a	n/a	n/a	n/a	*	*	n/a	n/a	n/a	n/a
	Authority	77.4	13.1	n/a	n/a	n/a	n/a	71.1	17.8	54.9	11.0		
	Province	83.9	35.5	n/a	n/a	n/a	n/a	74.3	25.2	82.7	32.8		
Physics 30	School	*	*	n/a	n/a	n/a	n/a	*	*	n/a	n/a	n/a	n/a
	Authority	45.5	13.6	n/a	n/a	n/a	n/a	53.1	3.1	63.6	9.1		
	Province	87.5	43.5	n/a	n/a	n/a	n/a	78.5	34.6	82.3	39.9		

Diploma Examination Results Course By Course Summary With Measure Evaluation

		Prairie View Outreach School							Alberta			
		Achievement	Improvement	Overall	2023		Prev 3 Year Average		2023		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	*	*	*	2	*	n/a	n/a	31,493	83.7	n/a	n/a
	Standard of Excellence	*	*	*	2	*	n/a	n/a	31,493	10.5	n/a	n/a
English Lang Arts 30-2	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	17,112	86.2	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	17,112	12.7	n/a	n/a
Mathematics 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	19,763	70.8	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	19,763	29.0	n/a	n/a
Mathematics 30-2	Acceptable Standard	*	*	*	1	*	n/a	n/a	14,418	71.1	n/a	n/a
	Standard of Excellence	*	*	*	1	*	n/a	n/a	14,418	15.2	n/a	n/a
Social Studies 30-1	Acceptable Standard	*	*	*	2	*	n/a	n/a	24,023	83.5	n/a	n/a
	Standard of Excellence	*	*	*	2	*	n/a	n/a	24,023	15.9	n/a	n/a
Social Studies 30-2	Acceptable Standard	*	*	*	2	*	n/a	n/a	21,045	78.1	n/a	n/a
	Standard of Excellence	*	*	*	2	*	n/a	n/a	21,045	12.3	n/a	n/a
Biology 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	23,270	82.7	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	23,270	32.8	n/a	n/a
Physics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,241	82.3	n/a	n/a
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,241	39.9	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. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.
3. Participation in the Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
4. Participation in the Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. A written response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.

Comments on Results

Due to our academic 30 level courses being offered uniquely at EWP, we do not have sufficient numbers to report these results.

Literacy Data			2018-19					2019-20¹					2020-21¹					2021-22²					2022-23				
			Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring	
				%	#	%	#		%	#	%	#		%	#	%	#		%	#	%	#		%	#	%	#
OCA RCAT	Grade 7	Limited		ND	ND	ND	ND		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		ND	ND	ND						
		Excellence		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND						
				ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND						
	Grade 8	Limited	11	66.7	6	90.9	10		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND
		Acceptable		22.2	2	9.1	1		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND					
		Excellence		11.1	1	0.0	0		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND					
	Grade 9	Limited	5	100.0	3	100.0	1	8	100	8	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND	4	100.0	1	ND	ND
		Acceptable		0.0	0	0.0	0		0	0	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND					
		Excellence		0.0	0	0.0	0		0	0	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND					
Grade 10	Limited	17	85.7	10	94.1	16	2	85.7	2	ND	ND	10	85.7	6	83.3	5	16	83.3	5	ND	ND	17	100.0	11	ND	ND	
	Acceptable		14.3	2	5.9	1		14.3	0	ND	ND		14.3	1	16.7	1		16.7	1	ND	ND						
	Excellence		0.0	0	0.0	0		0.0	0	ND	ND		0.0	0	0.0	0		0.0	0	ND	ND						
RCAT	Grade 11	Not Yet Meeting Grade Expectations		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND	22	ND	ND	ND	ND
		Approaching Expectations		ND	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	27	ND	ND	ND	ND
		Approaching Expectations		ND	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	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																								

Numeracy Data			2018-19			2019-20			2020-21			2021-22			2022-23		
			Enrollment Total		Fall	Enrollment Total		Fall	Enrollment Total		Fall	Enrollment Total		Fall	Enrollment Total		Fall
MIPI	Grade 7	Requires Attention	3		%	#	ND	ND	ND	ND	ND	ND	ND	ND	0	ND	ND
		May Require Attention			33.3	1											
		Does Not Require Attention			33.3	1											
	Grade 8	Requires Attention	11		75.0	3	ND	ND	ND	ND	ND	3	100.0	1	0	ND	ND
		May Require Attention			25.0	1											
		Does Not Require Attention			0.0	0											
	Grade 9	Requires Attention	5		100.0	4	8	100.0	3	6	100.0	2.0	3	100.0	2	4	100.0
		May Require Attention			0.0	0											
		Does Not Require Attention			25.0	1											
	Grade 10	Requires Attention	17		88.9	16	2	50.0	1	10	100.0	5	ND	7	17	100.0	11
		May Require Attention			5.6	1											
		Does Not Require Attention			0.0	0											
	Grade 11	Not Yet Meeting Grade Expectations	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	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
		Approaching Expectations	ND	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

Comments on Results

Our results say that 100% of students require attention. It is important to note that the term “requires attention” is very misleading, as a student who scored 88% on the MIPI was tagged as “requires attention.” We also were unable to administer these tests to our at-home students last year so we have a limited number of students who wrote. We are planning to have students write them when they come in to register on day 1 next year to catch all students, including those off-campus students.

We realize that our students are below grade level. Many have been out of school for over a year (up to four years) or have had poor attendance so missed a great deal of learning in Jr. High. We find that writing these assessments at a grade 10 level when we know it is above their current ability can be very discouraging to students, so we have to be careful with how they are presented. After writing the grade 10 level test, we often have them try a lower level to help us determine what they are able to do rather than just what they are unable to do. We hope to find something more diagnostic to use to home in on their areas of weakness so we can focus our teaching on these areas to help them get caught up. We are combining content literacy with English 10 to allow us to spend more time building literacy skills with them. For numeracy, students often complete Math 10-4 before 10-3, or 10-3 before 10C to help them fill in the gaps and build their confidence. It is very important for Outreach students to experience success and build their confidence as they have often had limited success in the past and can be very hard on themselves and give up easily.

Numeracy and literacy data has indicated a counterintuitive trend with literacy difficulties increasing over the years.

Analysis of assessment has revealed non-standardized test administration, with non-compliance affecting some grades.

Realignment of assessment practices has ensured consistent data collection for the 2023-24 academic year. This will provide a solid baseline and unchanging assessment plan for the next 3-5 years.

Additionally, review of testing procedures and ensuring fidelity with test administration will ensure these types of procedural errors do not occur in the future.

We look forward to improved results in the near future.

DOMAIN: TEACHING AND LEADING

Education Quality

Percentage of teachers, parents and students satisfied with the overall quality of basic education.																																	
	School													Authority										Province									
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	31	82.8	34	89.2	22	87.9	24	90.2	20	76.7	Very Low	Declined	Concern	946	84.3	1,086	88.1	876	86.7	994	87.8	995	84.8	265,841	90.2	264,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1
Parent	3	*	12	84.7	2	*	2	*	2	*	*	*	*	157	78.6	177	83.3	90	80.4	96	86.9	98	79.1	35,262	86.4	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4
Student	31	82.8	22	93.8	22	87.9	24	90.2	20	76.7	Very Low	Declined	Concern	622	81.0	716	87.0	604	86.0	721	84.8	737	83.7	197,282	88.1	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7
Teacher	3	*	4	*	3	*	3	*	1	*	*	*	*	167	93.3	193	93.9	182	93.7	177	91.7	160	91.6	33,297	96.1	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4

Comments on Results

Education in an Outreach setting is tough, especially with the loss of support when ADLC was shut down. Outreach teachers are struggling to balance huge course loads (each teacher teaching over 20 courses) and a very diverse student group. With ADLC, courses complete with lessons, assignments, and assessments were provided and teachers only marked and provided support. Now teachers also must design courses, build assignments and assessments, etc. This means that the quality of courses is not as high, since instead of one teacher focusing on 3 or 4 classes per semester in a regular school, they are spread very thin. We are trying to address this issue this year by dividing the year into quarters so teachers have fewer courses at a time so they can improve the quality of the courses they are focused on each quarter and spend more time with direct instruction and group activities.

DOMAIN: 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									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	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	22	82.0	24	86.3	19	82.2	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	877	84.7	994	83.3	994	80.3	n/a	n/a	n/a	n/a	231,091	87.8	249,941	86.1	257,391	84.7
Parent	n/a	n/a	n/a	n/a	2	*	2	*	2	*	*	*	*	n/a	n/a	n/a	n/a	90	79.0	96	81.3	98	77.5	n/a	n/a	n/a	n/a	30,980	88.2	31,715	86.9	31,885	85.6
Student	n/a	n/a	n/a	n/a	22	82.0	24	86.3	19	82.2	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	605	79.3	721	74.3	736	72.5	n/a	n/a	n/a	n/a	169,900	79.8	187,258	77.7	193,156	76.6
Teacher	n/a	n/a	n/a	n/a	3	*	3	*	1	*	*	*	*	n/a	n/a	n/a	n/a	182	95.7	177	94.4	160	90.7	n/a	n/a	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0

Comments on Results

Above the provincial average, although a slight decrease from last year. We are pleased with these results.

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									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	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	22	89.4	24	91.7	18	85.2	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	876	83.2	992	83.2	993	81.4	n/a	n/a	n/a	n/a	230,761	82.6	249,570	81.6	256,994	80.6
Parent	n/a	n/a	n/a	n/a	2	*	2	*	2	*	*	*	*	n/a	n/a	n/a	n/a	90	74.7	96	78.4	98	76.5	n/a	n/a	n/a	n/a	30,936	78.9	31,684	77.4	31,847	75.7
Student	n/a	n/a	n/a	n/a	22	89.4	24	91.7	18	85.2	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	604	84.1	719	81.6	735	81.0	n/a	n/a	n/a	n/a	169,631	80.2	186,935	80.1	192,805	79.9
Teacher	n/a	n/a	n/a	n/a	3	*	3	*	1	*	*	*	*	n/a	n/a	n/a	n/a	182	90.8	177	89.7	160	86.7	n/a	n/a	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2

Comments on Results

Above the provincial average, although a slight decrease from last year. We are pleased with these results. Our students have access to our learning support teacher, career coach, wellness worker, divisional psychologist, and indigenous education coach.

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										
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	31	88.0	33	86.3	22	89.4	24	91.7	18	85.2	Intermediate	Maintained	Acceptable	944	81.3	1,084	86.3	876	83.4	992	84.2	993	81.6	265,362	84.7	264,165	84.9	230,686	82.7	249,524	81.9	256,932	81.2
Parent	3	*	12	80.6	2	*	2	*	2	*	*	*	*	157	72.0	177	78.5	90	72.1	96	78.1	98	72.5	35,184	77.8	36,846	78.1	30,874	76.7	31,643	75.3	31,805	73.7
Student	31	88.0	21	92.1	22	89.4	24	91.7	18	85.2	High	Maintained	Good	620	80.0	714	85.5	604	84.1	719	81.6	735	81.0	196,933	81.9	193,409	82.2	169,631	80.2	186,935	80.1	192,805	79.9
Teacher	3	*	4	*	3	*	3	*	1	*	*	*	*	167	91.8	193	95.0	182	93.9	177	92.8	160	91.4	33,245	94.5	33,910	94.4	30,181	91.2	30,946	90.3	32,322	89.9

Comments on Results

We have a large proportion of students at risk, so this is a priority for our school. We are pleased with these results.

Inclusion - Continuums of Support

High Prairie School Division supports inclusion by creating and implementing continuums of support at Universal, Targeted, and Specialized categories. Through collaborative processes, student needs are identified, and appropriate responses to intervention are applied. Schools annually review their collaborative response model inclusive of:

- Process and efficacy of collaborative meetings
- Continuums of supports
- Teacher coaching and professional development
- Student progress

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

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

The goals of this model are 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 regular professional development sessions designed to build the capacity of our teachers to accurately and confidently deliver Indigenous materials in their classrooms. It will also move 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. This model often includes 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 2022-23 school year included: Elders, Knowledge Keepers, and presenters came into our schools, land-based learning for students, truth and reconciliation clubs at schools, Indigenous author presentations, all Indigenous graduates took part in virtual Sacred Feather teachings and Sash teachings. The Indigenous Education Team supports student achievement as well as for applications to post-secondary institutions.

DOMAIN: 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													Authority										Province									
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	31	73.2	34	74.3	21	81.8	24	90.4	19	75.0	Intermediate	Maintained	Acceptable	937	75.6	1,081	83.2	870	81.0	986	83.7	991	78.8	263,978	73.1	262,662	75.2	228,281	71.8	247,744	72.6	255,597	72.9
Parent	3	*	12	61.1	2	*	1	*	2	*	*	*	*	152	63.5	173	74.1	87	71.1	93	79.6	96	73.8	34,371	61.1	35,963	68.4	29,417	65.7	30,664	67.4	31,117	68.4
Student	31	73.2	22	87.5	21	81.8	24	90.4	19	75.0	Low	Declined	Issue	618	78.2	714	84.6	601	85.2	716	84.1	736	83.2	196,411	78.8	192,861	79.0	168,839	71.9	186,237	73.5	192,269	74.3
Teacher	3	*	4	*	3	*	3	*	1	*	*	*	*	167	85.0	194	90.8	182	86.7	177	87.5	159	79.3	33,196	79.3	33,838	78.1	30,025	77.8	30,843	77.0	32,211	76.0

Comments on Results

Although the library and native friendship centre often offer programs for youth in the community, most of our students are based in so they are unable to access these outside of school hours. We wondered if students thought of High Prairie when they answered this question, or of the community where they live. We'd like to clarify that in future data gathering activities.