

PRAIRIE VIEW OUTREACH SCHOOL

2024-25 AERR



Mission

We provide secondary students an alternative learning environment that allows for flexible, individual pathways to success.

Vision

We support students in unlocking their personal potential and finding direction in life. We measure success on an individual basis.

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MESSAGE FROM THE PRINCIPAL

At Prairie View Outreach school, we are dedicated to providing a supportive, flexible, and joyful learning environment that encourages students to explore their interests and develop their unique strengths. Our mission is to foster adaptable academic excellence, personal growth, and strong community connection, empowering students to take ownership of their learning, build confidence, and develop the academic, social, and emotional skills needed for future success.

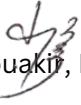
We are an alternative learning environment designed for students whose needs may not be met in a traditional school setting, and our programming offers flexible pathways that accommodate each learner's unique circumstances, learning needs, and personal goals. Whether through individualized scheduling, targeted supports, or adaptable coursework, we ensure that all students have opportunities to thrive in ways that work best for them.

A cornerstone of our approach is our deep collaboration with Indigenous Education Coaches and Elders, and through this partnership, we integrate Indigenous knowledge, teachings, and ways of knowing into our programs. This helps students feel connected to the land, their culture, and one another, while also allowing us to blend traditional wisdom with contemporary educational practices to create a holistic environment that nurtures academic, emotional, and spiritual growth.

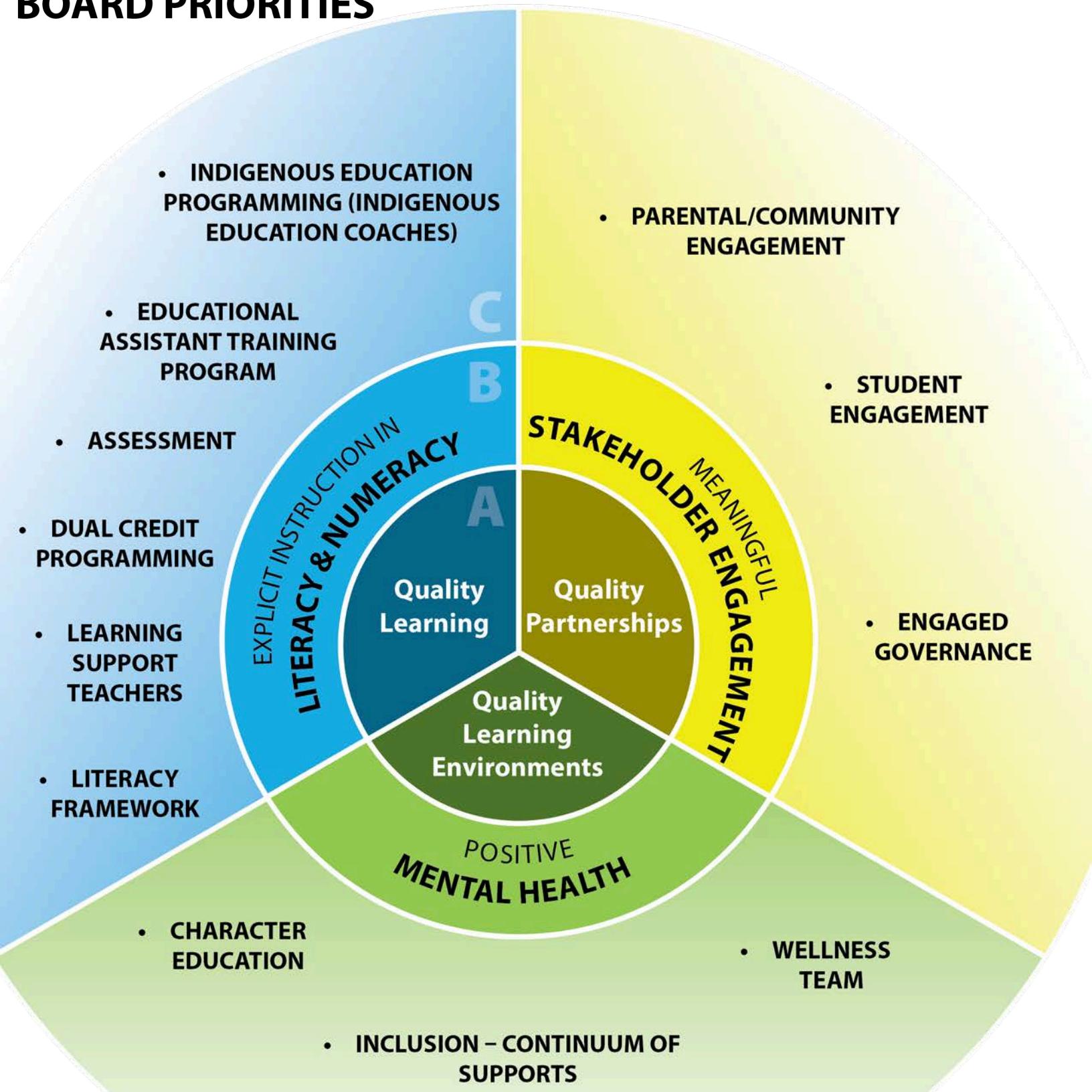
We are also committed to working closely with E.W. Pratt High School to expand learning opportunities for all students. Prairie View Outreach students are integrated into E.W. Pratt's options classes, providing access to a broader range of coursework, and in turn, we support E.W. Pratt students who cannot fit required courses into their regular schedules by offering them the chance to complete those courses through Prairie View Outreach school. This shared and collaborative partnership strengthens equity and removes barriers to student success. To prepare learners for post-secondary pathways, careers, and life beyond high school, we offer a diverse range of academic programs and support services tailored to varied interests and needs. Our dedicated staff works diligently to build an inclusive, supportive school culture where every student feels valued, connected, and empowered.

Prairie View Outreach school is a community of learners, educators, and families grounded in respect, inclusivity, appreciation, and excellence. Through individualized and culturally responsive education, we strive to provide a flexible, supportive environment where every student can succeed, and we ensure they leave our school ready to embrace the opportunities and challenges of the future.

In conclusion, I would like to express my sincere gratitude to the School Board, School Council, High Prairie School Division leadership, staff, parents, and guardians for their unwavering support, commitment, and active engagement in the success of our students. The collective contributions are essential in creating a positive, supportive, enriching, and joyful learning environment. Together, we are building a bright future for our students.


Hassan Bouakir, Principal

HIGH PRAIRIE SCHOOL DIVISION BOARD PRIORITIES



2024-25 COMMUNITY ENGAGEMENT SUMMARY

The High Prairie School Division Board of Trustees have forged changes for the upcoming school years related to report cards, assessment policies (including no-zero practices and late assignment submissions), and reporting tools. At their strategic planning session last year, Trustees reviewed feedback from everyone who attended one of the engagement sessions (in-person and virtual) and the responses from our school/division improvement survey. Using this information, they were able to respond by the following:

PRINTED REPORT CARDS

Printed report cards will be available, effective September 2025.

NEW REPORT CARD FORMAT

A new report card format will be developed in the 2025-26 school year to improve clarity and address the concerns you raised. It will be ready for release in the 2026-27 school year.

NEW DIGITAL TOOL

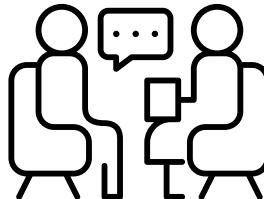
A new digital tool will launch in the 2026-27 school year to help parents more easily access their child's attendance and marks, and report cards.

REINTRODUCE ZEROS

Lastly, we will be revising our assessment process to reintroduce zeros on uncompleted projects and assignments when no excusable reason is provided.



364
SURVEY
RESPONSES



23
ENGAGEMENT
SESSIONS

ABOUT US

Prairie View Outreach School is located in the town of High Prairie, Alberta, within the scenic Big Lakes County in northern Alberta. Situated at the junction of Highway 2 and Highway 749, the school lies approximately 371 kilometres northwest of Edmonton and 118 kilometres west of Slave Lake, serving as a central and accessible hub for students from surrounding communities.

We provide a personalized, alternative learning environment for a diverse student population of approximately 70 students in grades 10 through 12, with Grade 9 students attending in previous years. Our flexible model accommodates a wide range of learning styles, needs, and circumstances. Some students attend full-time in person, others come several times per week, and many complete most of their coursework off-site, visiting the school as needed for teacher support. This adaptability allows us to deliver individualized programming within a small, close-knit setting that meets students where they are and supports them in achieving success at their own pace.

In addition to the dedicated learning spaces within Prairie View Outreach School and facilities available through High Prairie School Division, students have access to a variety of community amenities that enrich their educational experience. These include the local indoor pool, curling rink, and skating rink, offering opportunities for physical activity, hands-on learning, and community engagement beyond the classroom.

Our students come from the Town of High Prairie, surrounding agricultural regions, nearby Métis Settlements, First Nations, and farming communities, contributing to the diversity, strength, and cultural richness of our school community. This broad service area highlights the vital role Prairie View Outreach School plays in offering flexible, personalized learning pathways for students whose needs may not be fully met in a traditional school environment.

With a focus on individualized support, community connection, and responsive programming, Prairie View Outreach School is committed to meeting the unique needs of each learner and empowering them to succeed academically, personally, and within their broader community.

REQUIRED ALBERTA EDUCATION ASSURANCE MEASURES - OVERALL SUMMARY

Fall 2025 Required Alberta Education and Childcare 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	80.4	84.4	76.4	83.9	83.7	84.4	Very Low	Maintained	Concern
	Citizenship	91.1	96.4	83.6	79.8	79.4	80.4	Very High	Maintained	Excellent
	3-year High School Completion	13.4	10.2	3.4	81.4	80.4	81.4	Very Low	Maintained	Concern
	5-year High School Completion	9.6	7.1	17.0	87.1	88.1	87.9	Very Low	Maintained	Concern
	PAT9: Acceptable	n/a	n/a	0.0	62.5	62.5	62.6	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	0.0	15.6	15.4	15.5	n/a	n/a	n/a
	Diploma: Acceptable	n/a	*	42.9	82.0	81.5	80.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	*	0.0	23.0	22.6	21.9	n/a	n/a	n/a
Teaching & Leading	Education Quality	85.9	94.1	87.0	87.7	87.6	88.2	Intermediate	Maintained	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	93.2	98.0	88.9	84.4	84.0	84.9	Very High	Maintained	Excellent
	Access to Supports and Services	94.3	100.0	92.3	80.1	79.9	80.7	Very High	Maintained	Excellent
Governance	Parental Involvement	n/a	n/a	n/a	80.0	79.5	79.1	n/a	n/a	n/a

Fall 2025 Required Alberta Education and Childcare Assurance Measures - 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	10.2	3.4	59.8	58.6	58.4	Very Low	Maintained	Concern
	5-year High School Completion	10.6	8.5	13.9	69.7	69.4	69.6	Very Low	Maintained	Concern
	PAT9: Acceptable	n/a	n/a	n/a	41.6	41.4	40.4	n/a	n/a	n/a
	PAT9: Excellence	n/a	n/a	n/a	6.3	6.1	5.7	n/a	n/a	n/a
	Diploma: Acceptable	n/a	*	n/a	77.5	76.9	75.9	n/a	n/a	n/a
	Diploma: Excellence	n/a	*	n/a	11.9	11.8	11.6	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 levels of diploma courses were determined solely by school-awarded marks.
3. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 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 9, 9 KAE).
4. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma 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.
5. Participation in the PATs and Diploma Exams was impacted by the COVID-19 pandemic from 2020/21 to 2021/22. School years 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
6. Participation in the PATs was impacted by wildfires in 2022/23 and 2023/24 and participation in Diploma Exams was impacted by wildfires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
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.

ASSURANCE DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

Student Learning Engagement – Measure Details

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

	School										Authority										Province														
	2021					2022					2023					2024					2025					2021					2022				
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
Overall	22	73.8	24	79.0	19	65.7	17	84.4	24	80.4	Very Low	Maintained	Concern	877	83.1	993	85.3	994	82.8	1,196	81.8	1,242	84.0	230,956	85.6	249,740	85.1	257,214	84.4	265,079	83.7	269,076	83.9		
Parent	2	*	2	*	2	*	3	*	5	*	*	*	*	90	79.2	96	90.9	98	84.9	187	83.3	310	85.4	30,994	89.0	31,694	88.7	31,862	87.3	33,209	86.7	34,444	87.6		
Student	22	73.8	24	79.0	19	65.7	17	84.4	24	80.4	Very High	Maintained	Excellent	605	74.1	720	71.0	736	69.3	820	67.0	752	70.4	169,789	71.8	187,102	71.3	193,029	70.9	199,823	69.3	201,089	69.3		
Teacher	3	*	3	*	1	*	2	*	2	*	*	*	*	182	96.1	177	94.1	160	94.3	189	95.2	180	96.3	30,173	96.0	30,944	95.5	32,323	95.1	32,047	95.1	33,543	95.0		

COMMENTS

The Student Learning Engagement data shows that students continue to report strong levels of engagement, and although there has been a small decline from last year to this year, results remain well above provincial averages. Over the last two years, engagement has decreased slightly from 84.4% in 2024 to 80.4% in 2025, yet it still sits significantly higher than the provincial average of about 69%, indicating that students feel more engaged than peers across Alberta. However, parents did not provide enough responses for results to be reported, and therefore their perspectives are not fully represented compared to the stronger provincial parent response rates.

To address this, the school will strengthen consistent classroom engagement strategies, support teachers through targeted professional learning, and increase parent involvement so that feedback reflects the full school community.

Citizenship – Measure Details

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

	School										Authority										Province														
	2021					2022					2023					2024					2025					2021					2022				
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	
Overall	22	78.5	24	76.5	19	77.8	17	96.4	24	91.1	Very High	Maintained	Excellent	876	80.3	993	77.8	994	74.6	1,196	76.3	1,244	77.0	230,843	83.2	249,770	81.4	257,231	80.3	265,100	79.4	269,117	79.8		
Parent	2	*	1	*	2	*	3	*	5	*	*	*	*	89	71.0	95	73.6	98	68.7	187	69.5	310	69.6	30,905	81.4	31,689	80.4	31,869	79.4	33,217	78.7	34,441	78.6		
Student	22	78.5	24	76.5	19	77.8	17	96.4	24	91.1	Very High	Maintained	Excellent	605	76.3	721	69.6	736	66.8	820	68.1	754	70.3	169,741	74.1	187,120	72.1	193,015	71.3	199,816	69.6	201,119	70.3		
Teacher	3	*	3	*	1	*	2	*	2	*	*	*	*	182	93.4	177	90.3	160	88.4	189	91.3	180	91.1	30,197	94.1	30,961	91.7	32,347	90.3	32,067	89.8	33,557	90.5		

COMMENTS

The school's citizenship results remain strong, and although student-reported satisfaction decreased slightly from 96.4% in 2024 to 91.1% in 2025, it still remains far above the provincial average of roughly 79–80%. This indicates that students feel they model respect, responsibility, and positive citizenship at much higher levels than peers across the province. Parent results are not reportable due to very low participation, and teacher data is also suppressed because only two teachers completed the survey. Even with these gaps, the overall rating for the school remains Excellent, with Very High Achievement and Maintained improvement.

To address this, the school will offer more authentic citizenship opportunities through leadership roles, service-learning, and community partnerships, while also reinforcing a positive school culture rooted in respect and responsibility.

Additionally, we will work to improve parent participation through clearer communication and easier survey access so that future results reflect a more complete picture of the school community.

ASSURANCE DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

High School Completion Rate – Measure Details

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

	Prairie View Outreach School										Measure Evaluation			Alberta									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023			
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%		
3 Year Completion	12	0.0	16	0.0	10	0.0	10	10.2	15	13.4	Very Low	Maintained	Concern	46,245	83.4	47,675	83.2	48,340	80.7	49,297	80.4	51,148	81.4
4 Year Completion	11	9.2	13	7.9	15	0.0	11	9.6	9	11.5	Very Low	Maintained	Concern	45,351	85.0	46,242	87.1	47,660	86.5	48,296	85.1	49,293	84.7
5 Year Completion	11	9.5	10	20.2	13	23.7	15	7.1	11	9.6	Very Low	Maintained	Concern	44,972	86.2	45,344	87.1	46,238	88.6	47,659	88.1	48,295	87.1

	Prairie View Outreach School (FNMI)										Measure Evaluation			Alberta (FNMI)									
	2020		2021		2022		2023		2024		Achievement	Improvement	Overall	2020		2021		2022		2023			
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%		
3 Year Completion	9	0.0	13	0.0	9	0.0	10	10.2	10	0.0	Very Low	Maintained	Concern	3,814	62.0	3,972	59.5	3,943	57.0	4,222	58.6	4,397	59.8
4 Year Completion	9	0.0	10	0.0	13	0.0	10	10.6	7	0.0	Very Low	Maintained	Concern	3,670	63.6	3,729	68.6	3,936	65.8	3,902	65.3	4,157	65.8
5 Year Completion	9	11.8	8	12.6	10	20.6	12	8.5	10	10.6	Very Low	Maintained	Concern	3,469	68.1	3,593	68.0	3,719	71.3	3,909	69.4	3,848	69.7

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 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic, including the cancellation of the January 2022 Diploma Exam administration. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks. Caution should be used when interpreting trends over time.

COMMENTS

The High School Completion Rate data for Prairie View Outreach school shows the ongoing challenges of working with students who are at risk and who enter with very different academic backgrounds. Many students arrive already behind, sometimes in their third year of high school while still completing Grade 10-level coursework, and this makes finishing within the typical three-year timeline extremely unlikely. These starting points also influence the four- and five-year completion rates, since students must rebuild foundational skills, overcome personal barriers, and move through courses at a pace that fits their needs. Because of this, comparing our results directly with provincial averages, where most students begin Grade 10 on time and at grade level, does not provide a full or fair picture of our school context.

Completion Rate Trends and Comparison to Alberta

Across the three-, four-, and five-year timelines from 2020–2024, PVO's completion rates remain far below the province's consistently strong results. Alberta typically remains between 80% and 88% across all timelines, while PVO ranges from 0% to 23%, depending on the year and cohort size. This large difference reflects the unique needs and circumstances of our learners rather than the quality of instruction, since many PVO students face academic gaps, social challenges, or personal circumstances that naturally extend their time in high school.

Stability in “Maintained” Ratings

Even though our overall completion results are low, the school continues to receive a “Maintained” rating across all measures, and this demonstrates that outcomes have remained steady rather than declining. Because our student population shifts frequently and includes many high-needs learners, maintaining stable results shows consistency in program delivery and reliability in the supports we provide.

Insights From Five-Year Completion Rates

The five-year completion rate provides the clearest picture of student success at Prairie View Outreach School, and although it remains below provincial levels, it is consistently higher than the three- and four-year rates. This indicates that many students simply need extra time and flexible pathways to achieve completion, which reinforces the importance of individualized learning plans, long-term academic support, and the removal of barriers that may slow progress.

First Nations, Métis, and Inuit (FNMI) Student Patterns

The FNMI results mirror the overall school pattern, showing low but steady completion rates. Although some FNMI data is suppressed due to small cohort sizes, the available numbers show that FNMI students experience challenges similar to the broader outreach population. This highlights the ongoing need for culturally responsive practices, strong relationship-building, and supports that honour both academic and cultural needs.

Overall Interpretation and Implications

Overall, the completion results reflect students' starting points rather than teaching quality, since most students enter PVO significantly behind the traditional high school timeline. To address this, the school will strengthen individualized graduation plans and monitor credit progress more closely so interventions can occur earlier. We will also increase structured check-ins, expand tutoring and credit-recovery options, and provide flexible pacing so students can progress more steadily. Additionally, we will offer clearer expectations during intake and improve communication with families and partner agencies so that students can work toward timelines that are realistic, supportive, and achievable within an outreach setting.

ASSURANCE DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

Diploma Exam Course by Course Results by Students Writing.

		Results (in percentages)												Target		Target	
		2021		2022		2023		2024		2025		2025		2026			
		A	E	A	E	A	E	A	E	A	E	A	E	A	E		
English Language Arts 30-1	School	n/a	n/a	*	*	*	*	n/a	n/a	n/a	n/a	*	*	*	*		
	Authority	n/a	n/a	64.5	3.2	74.2	1	77.9	2.6	83.3	1.3						
	Province	n/a	n/a	78.8	9.4	83.7	10.5	84.2	10.1	85.3	10.9						
English Language Arts 30-2	School	n/a	n/a	*	*	n/a	n/a	*	*	n/a	n/a	*	*	*	*		
	Authority	n/a	n/a	78.4	2.7	87	3.7	84.8	11.4	87.6	7.3						
	Province	n/a	n/a	80.8	12.3	86.2	12.7	85.7	12.9	85.6	11.3						
Mathematics 30-1	School	n/a	n/a	*	*	n/a	n/a	n/a	n/a	n/a	n/a	*	*	*	*		
	Authority	n/a	n/a	38.1	0	44.4	6.7	23.4	4.3	64.4	11.1						
	Province	n/a	n/a	63.6	23	70.8	29	75.4	34.9	77.8	37.1						
Mathematics 30-2	School	n/a	n/a	*	*	*	*	n/a	n/a	n/a	n/a	*	*	*	*		
	Authority	n/a	n/a	27.1	0	45.1	3.9	43.9	2.4	37.7	3.3						
	Province	n/a	n/a	61.5	11.8	71.1	15.2	70.9	15.4	73.6	17.3						
Social Studies 30-1	School	n/a	n/a	n/a	n/a	*	*	n/a	n/a	n/a	n/a	*	*	*	*		
	Authority	n/a	n/a	66.7	8.3	72.9	11.9	77.9	8.8	74.2	8.1						
	Province	n/a	n/a	81.5	15.8	83.5	15.9	85.2	18.7	84.6	16.8						
Social Studies 30-2	School	n/a	n/a	*	*	*	*	*	*	n/a	n/a	*	*	*	*		
	Authority	n/a	n/a	62.5	3.6	73.3	2.6	74.8	4.1	64.5	4.3						
	Province	n/a	n/a	72.5	13.2	78.1	12.3	77.6	12.7	77.5	12.3						
Biology 30	School	n/a	n/a	*	*	n/a	n/a	n/a	n/a	n/a	n/a	*	*	*	*		
	Authority	n/a	n/a	71.1	17.8	54.9	11	62.2	10	70.1	15.6						
	Province	n/a	n/a	74.3	25.2	82.7	32.8	83.1	33.7	82.7	34.8						
Physics 30	School	n/a	n/a	*	*	n/a	n/a	n/a	n/a	n/a	n/a	*	*	*	*		
	Authority	n/a	n/a	53.1	3.1	63.6	9.1	55	10	71.4	9.5						
	Province	n/a	n/a	78.5	34.6	82.3	39.9	85.1	43.1	85.6	43.6						

COMMENTS

The small number of students writing through PVO results in most subject areas showing "n/a," reflecting reporting thresholds rather than actual student performance. The outcomes for these learners are already included in the E.W. Pratt High School diploma data analysis, where the full cohort offers a complete and accurate representation of overall achievement trends for all blended students.

ASSURANCE DOMAIN: STUDENT GROWTH AND ACHIEVEMENT - LOCAL DATA (NUMERACY)

Numeracy Data			2020-21		2021-22		2022-23		2023-24		2024-25	
			Enrollment Total	Fall		Enrollment Total	Fall		Enrollment Total	Fall		Enrollment Total
				%	#		%	#		%	#	
MIPI	Grade 10	Requires Attention	100.0	5		16	ND	7	17	100.0	11	8
		May Require Attention	0.0	0			ND	0		0.0	0	
		Does Not Require Attention	0.0	0			ND	0		0.0	0	
	Grade 11	Not Yet Meeting Grade Expectations	ND	ND	ND	ND	ND	ND	ND	ND	ND	12
		Approaching Expectations	ND	ND	ND	ND	ND	ND	ND	ND	ND	
		Meeting Expectations	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	33
		Approaching Expectations	ND	ND	ND	ND	ND	ND	ND	ND	ND	
		Meeting Expectations	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

The numeracy data shows that most students entering our outreach school begin Grade 10 with significant gaps in their basic math skills, and in every year where Math Intervention/Programming Instrument (MIPI) results were collected, all Grade 10 students required extra support. This indicates that they are missing key foundational skills such as number sense, basic operations, fractions, decimals, and problem-solving, and since we do not have assessment data for Grades 11 and 12, it is difficult to determine whether these gaps improve over time or whether students continue to struggle as they progress through high school. It can also be challenging to encourage students to fully engage with assessments that do not directly affect their grades, especially in an outreach setting where many learners are hesitant about testing or have experienced negative assessment histories.

Many of these challenges begin well before Grade 10, as students often enter junior high already behind, and by Grade 9, several important concepts may still not be secure. Because math builds on itself, missing earlier ideas, such as integer operations, fractions, or introductory algebra, makes high school math far more difficult. In outreach contexts, these gaps are even more common because students may have experienced interrupted schooling, inconsistent attendance, or personal circumstances that affected their learning, and some students are older while still working on Grade 10 content, showing how far back these gaps reach.

Another factor is the lack of alignment between junior and senior high math instruction, and when teachers do not share common approaches or expectations, students transition from Grade 9 to Grade 10 with inconsistent preparation. This likely contributes to the recurring pattern of Grade 10 students arriving each year with the same foundational gaps, and stronger collaboration between grade levels could help ensure that core concepts are reinforced before students enter high school courses.

To support students more effectively, teachers need consistent opportunities to communicate, assess, plan, and strengthen their instruction, and professional development focused on practical strategies for teaching older learners who struggle with junior high concepts would help staff feel more confident and better equipped.

To address this, the school will prioritize collaboration between junior and senior high teachers within the Division by ensuring they have regular time during PD days to meet, plan together, review assessment results, and agree on the essential math skills students should have before entering Grade 10. Additionally, assessing all incoming math students, not only those in Grade 10, will provide a clearer picture of each learner's starting point and allow us to track progress more effectively. Teachers will also receive professional development focused on supporting students with major foundational gaps, including strategies for reteaching Grade 7-9 concepts, breaking skills into smaller steps, and building number sense with older learners. Shared resources, coordinated mini-lessons, and routine progress check-ins will help create consistent support across classrooms. By strengthening collaboration, using regular assessments, and offering targeted intervention and training, we can begin to address the early-grade gaps that follow students into high school and help them become more confident and successful in math.

ASSURANCE DOMAIN: STUDENT GROWTH AND ACHIEVEMENT - LOCAL DATA (LITERACY)

Literacy Data			2020-21 ¹					2021-22 ²					2022-23					2023-24					2024-25				
			Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring	
				%	#	%	#		%	#	%	#		%	#	%	#		%	#	%	#		%	#	%	#
OCA RCAT	Grade 10	Limited	10	85.7	6	83.3	5	16	83.3	5	ND	ND	17	100.0	11	ND	ND	10	94.3	33	ND	ND	8	100.0	4	0.0	0
		Acceptable		14.3	1	16.7	1		16.7	1	ND	ND		0.0	0	ND	ND		5.7	2	ND	ND		0.0	0	0.0	0
		Excellence		0.0	0	0.0	0		0.0	0	ND	ND		0.0	0	ND	ND		0.0	0	ND	ND		0.0	0	0.0	0
RCAT	Grade 11	Not Yet Meeting Grade Expectations	22	ND	ND	ND	ND	22	ND	ND	ND	ND	19	ND	ND	ND	ND	12	33.3	2	66.7	2	33	33.3	2	66.7	2
		Approaching Expectations		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND		66.7	4	33.3	1
		Meeting Expectations		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND		0.0	0	0.0	0
	Grade 12	Not Yet Meeting Grade Expectations	27	ND	ND	ND	ND	27	ND	ND	ND	ND	39	ND	ND	ND	ND	33	16.7	1	100.0	3	33	50.0	3	0.0	0
		Approaching Expectations		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND		ND	ND	ND	ND		33.3	2	0.0	0
		Meeting Expectations		ND	ND	ND	ND		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																								

Literacy Data			2023-24					2024-25																			
			Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring	
				%	#	%	#		%	#	%	#		%	#	%	#		%	#	%	#		%	#	%	#
HLAT	Grade 10	Poor	6	0.0	0	0.0	0	8	33.3	1	0	0	12	50.0	2	50.0	1	33	50.0	2	50.0	1	42	50.0	3	66.7	2
		Limited		0.0	0	0.0	0		66.7	2	0	0		0.0	0	0.0	0		50.0	1	0.0	0		50.0	3	0.0	0
		Adequate		100.0	3	100.0	1		0.0	0	0	0		25.0	1	50.0	1		50.0	1	0.0	0		50.0	3	66.7	2
		Proficient		0.0	0	0.0	0		25.0	1	0.0	0		0.0	0	0.0	0		50.0	1	0.0	0		50.0	3	66.7	2
		Exemplary		0.0	0	0.0	0		0.0	0	0.0	0		0.0	0	0.0	0		0.0	0	0.0	0		0.0	0	0.0	0
HLAT	Grade 11	Poor	23	0.0	0	0.0	0	33	50.0	2	50.0	1	33	50.0	1	0.0	0	42	50.0	3	66.7	2	42	50.0	3	66.7	2
		Limited		0.0	0	100.0	2		0.0	0	0.0	0		25.0	1	50.0	1		50.0	1	0.0	0		50.0	3	66.7	2
		Adequate		100.0	4	0.0	0		25.0	1	50.0	1		0.0	0	0.0	0		50.0	1	0.0	0		50.0	3	66.7	2
		Proficient		0.0	0	0.0	0		0.0	0	0.0	0		0.0	0	0.0	0		0.0	0	0.0	0		0.0	0	0.0	0
		Exemplary		0.0	0	0.0	0		0.0	0	0.0	0		0.0	0	0.0	0		0.0	0	0.0	0		0.0	0	0.0	0
HLAT	Grade 12	Poor	42	50.0	3	33.3	1	33	0.0	0	50.0	1	33	50.0	1	0.0	0	42	50.0	3	66.7	2	42	50.0	3	66.7	2
		Limited		0.0	0	0.0	0		50.0	1	0.0	0		50.0	1	0.0	0		50.0	1	0.0	0		50.0	3	66.7	2
		Adequate		50.0	3	66.7	2		50.0	1	50.0	1		0.0	0	0.0	0		50.0	1	0.0	0		50.0	3	66.7	2
		Proficient		0.0	0	0.0	0		0.0	0	0.0	0		0.0	0	0.0	0		0.0	0	0.0	0		0.0	0	0.0	0
		Exemplary		0.0	0	0.0	0		0.0	0	0.0	0		0.0	0	0.0	0		0.0	0	0.0	0		0.0	0	0.0	0
Legend: Fall: September - January ND: No data collected for the corresponding grade/school year Spring: February - June			Footnotes:																								

COMMENTS

The literacy data shows that many students entering our outreach school arrive with significant challenges in reading and writing, as the Reading Comprehension Assessment Tool (RCAT) and the Highest Level of Achievement Test (HLAT) results indicate a high proportion of Grade 10 learners falling into the “Limited,” “Poor,” or “Not Yet Meeting Expectations” categories. Very few demonstrate strong proficiency, and almost none reach higher performance levels, which suggests substantial gaps in core skills such as reading comprehension, writing structure, vocabulary development, and the ability to work with grade-level texts. Since senior high data was missing in earlier years, it is difficult to track long-term trends; however, the recent HLAT results confirm that these literacy challenges continue into Grades 11 and 12. A major reason for these patterns is that many students enter Prairie View Outreach already behind from junior high, particularly in Grade 9, and this affects their ability to manage high school English. Skills such as identifying main ideas, organizing written work, reading fluently, and interpreting increasingly complex texts are typically strengthened in earlier grades, yet when students miss or do not master these skills, the gaps widen over time. Consequently, by the time students come to PVO, they often feel overwhelmed by reading and writing tasks because they lack both the foundational abilities and the confidence needed to engage successfully with high-school level coursework.

The outreach school context is important to keep in mind, as many of our students have experienced interruptions in their schooling, inconsistent attendance, personal challenges, or long breaks from academic work, and these realities strongly influence literacy development. Students may avoid reading or writing tasks because they feel unsure, and this avoidance often leads to even bigger gaps when they return to school. The flexible and self-paced nature of outreach can support these learners well, yet it also means that teachers need a consistent approach so students encounter predictable expectations and supports across grades. It can also be difficult to get students to fully engage with assessments that do not directly impact their grades, especially since many learners are already hesitant about testing or have had negative assessment experiences in the past.

Another challenge is the lack of alignment between junior high and senior high literacy instruction, and when teachers do not share strategies or common expectations, students can move into high school English without the basic tools they need. This contributes to the repeated pattern of low literacy scores in Grade 10 and the ongoing challenges that continue into Grades 11 and 12, which reinforces the need for stronger continuity in instruction. Strengthening this alignment is key to improving students' confidence and overall success.

To address this, it would be important to strengthen collaboration between our senior high teachers and junior high teachers within our Division by giving them time to meet regularly during PD days, plan together, and examine literacy assessment results, although this work can still be challenging since many of our students come from junior high schools outside our Division, making it difficult to involve those teachers in cross-school collaboration. This team collaboration will help identify the essential reading and writing skills students need before entering high school English. To better understand student needs, it would also be beneficial to begin assessing all incoming learners, not just Grade 10 students, so we can track their progress and provide support early. Teachers also receive professional development focused on strategies for supporting students with significant literacy gaps, including modeling how to read more challenging texts, teaching writing in simple steps, and building vocabulary and comprehension skills with older learners, and these consistent strategies ensure students encounter a coherent approach across courses. Shared resources, common writing structures, and regular check-ins on student progress will help create predictable and effective support. With improved collaboration, targeted literacy strategies, and a deeper understanding of the outreach context, we can begin addressing long-standing literacy gaps so students feel more confident and capable in their reading and writing.

ASSURANCE DOMAIN: TEACHING AND LEADING

Education Quality – Measure Details

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

	School										Measure Evaluation										Authority										Province									
	2021		2022		2023		2024		2025		Achievement			Improvement			Overall			2021		2022		2023		2024		2025		2021		2022		2023		2024		2025		
	N	%	N	%	N	%	N	%	N	%	Intermediate	Maintained	Acceptable	Intermediate	Maintained	Acceptable	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	22	87.9	24	90.2	20	76.7	17	94.1	24	85.9	Intermediate	Maintained	Acceptable	876	86.7	994	87.8	995	84.8	1,197	85.2	1,244	86.6	230,814	89.6	249,532	89.0	257,584	88.1	265,643	87.6	269,550	87.7							
Parent	2	*	2	*	2	*	3	*	5	*	*	*	*	90	80.4	96	86.9	98	79.1	187	79.8	310	82.0	31,024	86.7	31,728	86.1	31,890	84.4	33,250	83.8	34,466	84.3							
Student	22	87.9	24	90.2	20	76.7	17	94.1	24	85.9	Intermediate	Maintained	Acceptable	604	86.0	721	84.8	737	83.7	822	83.2	754	83.4	169,589	86.3	186,834	85.9	193,343	85.7	200,322	84.9	201,514	84.8							
Teacher	3	*	3	*	1	*	2	*	2	*	*	*	*	182	93.7	177	91.7	160	91.6	188	92.6	180	94.3	30,201	95.7	30,970	95.0	32,351	94.4	32,071	93.9	33,570	93.9							

COMMENTS

The Education Quality results for our outreach school show steady but modest performance over the past several years, and overall satisfaction—based on combined responses from parents, students, and teachers—has remained within the Intermediate/Maintained range. While the ratings remain acceptable, they also indicate that many stakeholders still feel unsure about the overall quality of education, especially when compared with authority and provincial levels, which continue to report higher satisfaction scores.

A key factor influencing last year's results was the transition in staffing, as new teachers joined the team, the educational assistant position changed, and a new principal and vice principal arrived, creating a year of adjustment. In an outreach setting, where relationships and trust are central to student success, these transitions can have an even larger impact. Students often rely heavily on consistent adult support, and changes in personnel can temporarily reduce confidence, comfort, and connection, especially for learners who already feel uncertain about school. With new staff and new leadership, it is also natural that school structures, routines, and processes would take time to refine, and as these systems become clearer and more consistent, improvements typically follow.

For these reasons, it is reasonable to view last year's data as reflecting a year in flux rather than a stable trend, and we expect the Education Quality measure to improve this year now that the school has more stability with teaching staff and the EA. Consistency helps students feel safer, more supported, and more engaged, which generally leads to stronger satisfaction results. It also strengthens communication with families, allows staff to better coordinate support, and builds a more predictable school environment—something especially important for outreach students who may have experienced past disruptions or gaps in schooling. This work can still be challenging, however, because our school receives students from many junior high schools outside our Division, making alignment and cross-school communication more difficult.

To continue improving satisfaction, the school will focus on strengthening relationships, communication, and instructional consistency, and staff will work together to create predictable routines and clear expectations so students feel supported and know what to expect when they come to school. Teachers and the EA will coordinate more closely so students experience consistent help, whether they are working on academics, attendance goals, or personal challenges.

The school will also place greater emphasis on regular check-ins with students and families, because outreach students often thrive when they feel heard and connected, and stronger relational practices may directly influence satisfaction results. Increasing communication about academic progress, available supports, and classroom expectations will help families feel more informed and involved.

Finally, professional learning will continue to focus on strategies that support the complex needs of our outreach learners, such as trauma-informed practices, relationship-building, and flexible instructional methods. With strengthened systems, refined processes, and stable relationships in place, the school is well-positioned to show continued progress and to create a more positive experience for all members of the school community.

ASSURANCE DOMAIN: TEACHING AND LEADING - LOCAL COMPONENT

PROFESSIONAL LEARNING, SUPERVISION AND EVALUATION

1. Professional Learning

Prairie View Outreach school prioritizes a shared vision for teaching and learning aligned with the Teaching Quality Standard (TQS), focusing on instructional quality, student outcomes, and school-home communication. Teachers are supported in developing Professional Growth Plans and participate in decision-making around professional learning initiatives.

Key Initiatives:

- Development of Professional Growth Plans for all teachers
- Teacher participation in decision-making on professional learning topics
- Collaborative learning across schools in the division
- In-school professional development sessions
- Peer learning groups and mentoring programs
- Targeted skill-building in curriculum updates, teaching strategies, and leadership

Impact:

- Enhances teacher knowledge and instructional practices
- Promotes collaboration and shared focus
- Supports continuous improvement and school-wide instructional consistency

2. Supervision

Focus: Ensure high-quality teaching aligned with TQS and school-wide goals.

Key Practices:

- Classroom Observations: Non-evaluative visits to understand teaching practices
- Constructive Feedback: Timely guidance on strengths and areas for growth
- Supportive Coaching: Individualized support in classroom management, instructional strategies, and content delivery

Impact:

- Strengthens teacher-student relationships
- Improves classroom environments
- Increases consistency and effectiveness of teaching

3. Evaluation

Focus: Support professional growth, accountability, and student outcomes.

Process:

- Goal Setting: Align teacher goals with personal development and school objectives
- Formal Observations: Scheduled evaluations assessing TQS competencies
- Ongoing Feedback & Interventions: Regular feedback with mentoring or specialized coaching for additional support

Impact:

- Refines instructional practices
- Enhances student learning and achievement
- Supports teacher satisfaction, retention, and a positive school culture

Overall Outcomes

Instructional Quality: Consistent, high-quality teaching across the school

Teacher Development: Professional growth and skill enhancement

Student Achievement: Improved learning outcomes

School Culture: Positive, collaborative, and supportive environment

ASSURANCE DOMAIN: LEARNING SUPPORTS

Access to Supports & Services – Measure Details

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

	School										Authority										Province												
	2021 2022 2023 2024 2025					Measure Evaluation					2021 2022 2023 2024 2025					2021 2022 2023 2024 2025					2021 2022 2023 2024 2025												
	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%				
Overall	22	89.4	24	91.7	18	85.2	17	100.0	24	94.3	Very High	Maintained	Excellent	876	83.2	992	83.2	993	81.4	1,197	81.6	1,242	84.0	230,761	82.6	249,570	81.6	256,994	80.6	264,733	79.9	268,786	80.1
Parent	2	*	2	*	2	*	3	*	5	*	*	*	*	90	74.7	96	78.4	98	76.5	187	74.5	310	77.4	30,936	78.9	31,684	77.4	31,847	75.7	33,177	75.4	34,400	75.5
Student	22	89.4	24	91.7	18	85.2	17	100.0	24	94.3	Very High	Maintained	Excellent	604	84.1	719	81.6	735	81.0	821	81.1	752	82.2	169,631	80.2	186,935	80.1	192,805	79.9	199,516	79.9	200,841	78.7
Teacher	3	*	3	*	1	*	2	*	2	*	*	*	*	182	90.8	177	89.7	160	86.7	189	89.2	180	92.3	30,194	88.7	30,951	87.3	32,342	86.2	32,040	85.6	33,545	86.0

COMMENTS

The data from the Access to Supports & Services measure shows that the school performs consistently above the provincial average across all reported years, and while provincial results remain relatively stable between 79.9% and 82.6%, the school ranges from 85.2% to as high as 100%. Even in 2023, when the school experienced its lowest point at 85.2%, it still exceeded the provincial result by a significant margin, and the sharp increase in 2024 to 100% likely reflects improved access, strong student-staff relationships, and effective support systems. Although the score slightly decreased to 94.3% in 2025, it nevertheless remains a very strong level of performance.

Despite these consistently high results, the transition to new teachers and new leadership naturally created a period of adjustment, and structures and routines continue to stabilize as the new team works together to refine expectations. In an outreach setting, where students rely heavily on predictability and strong relationships, these transitions can influence how confidently students navigate supports, even when overall satisfaction remains high.

To address this, the school will reinforce clear and consistent processes for how supports are delivered so students experience seamless help regardless of which staff member they approach. The team will strengthen communication channels among staff so academic, social-emotional, and mental health supports are aligned and easy for students to access. Teachers and leaders will increase regular check-ins to identify emerging needs early and respond more proactively, while also improving communication with families about available services and student progress. As these systems continue to stabilize and strengthen, the school will build on its strong results and support steady improvement in the years ahead.

Welcoming, Caring, Respectful and Safe Learning Environments – Measure Details

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe

	School										Authority										Province												
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025		2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Maintained	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	22	82.0	24	86.3	19	82.2	17	98.0	24	93.2	Very High	Maintained	Excellent	877	84.7	994	83.3	994	80.3	1,197	81.3	1,245	82.5	231,091	87.8	249,941	86.1	257,391	84.7	265,321	84.0	269,282	84.4
Parent	2	*	2	*	2	*	3	*	5	*	*	*	*	90	79.0	96	81.3	98	77.5	187	77.8	310	78.7	30,980	88.2	31,715	86.9	31,885	85.6	33,232	85.3	34,452	85.2
Student	22	82.0	24	86.3	19	82.2	17	98.0	24	93.2	Very High	Maintained	Excellent	605	79.3	721	74.3	736	72.5	821	73.5	755	74.6	169,900	79.8	187,258	77.7	193,156	76.6	200,020	75.2	201,268	75.7
Teacher	3	*	3	*	1	*	2	*	2	*	*	*	*	182	95.7	177	94.4	160	90.7	189	92.5	180	94.1	30,211	95.3	30,968	93.6	32,350	92.0	32,069	91.6	33,562	92.3

COMMENTS

The data for the Welcoming, Caring, Respectful and Safe Learning Environments measure shows that the outreach school performs consistently above provincial averages across all reported years, and while the province remains stable between 84% and 87%, the school ranges from 82% to as high as 94.2%. Although there was a slight dip in 2023 to 82.2%, this still aligned with provincial levels and was followed by a strong increase to 98% in 2024 and 93.2% in 2025. These patterns indicate that students generally feel safe, respected, and well supported within the outreach environment, and that school efforts to build strong relationships continue to produce positive results. The recent upward trend reflects improved stability, clearer routines, and the growing cohesion of the staff team as they work more collaboratively with students.

Although results remain strong, the transition to new teachers and new leadership naturally brought a period of adjustment, especially in an outreach setting where trust, emotional safety, and predictable connections are central to student engagement. As students often depend heavily on consistent adults and stable structures, changes in staffing can temporarily affect their sense of safety and belonging. Nevertheless, as the administrative and teaching teams refine processes, strengthen routines, and develop shared approaches, it is reasonable to expect that positive momentum will continue and that further progress will become evident in the coming years.

To address this, the school will reinforce consistent school policies, routines and expectations so students experience predictable and supportive interactions across all staff. The team will strengthen communication among teachers, the EA, and school leadership to ensure challenges are addressed clearly and respectfully, while also increasing proactive check-ins to maintain strong relationships during times of transition. The school will improve communication with families about school culture, expectations, and available supports so trust and clarity continue to grow. As stability deepens and collaborative practices strengthen, the school will continue enhancing students' sense of connection, safety, and belonging within the outreach environment.

ASSURANCE DOMAIN: LEARNING SUPPORTS - LOCAL COMPONENT

ACCESS TO A CONTINUUM OF SUPPORTS AND SERVICES

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 HPSD school annually reviews their response to intervention, inclusive of:

- the universal, targeted, and intensive supports available,
- the process by which teachers collaborate to implement strategies,
- support networks for updates about student progression,
- display their continuum of supports in a designated area where staff have easy access.

FIRST NATION, MÉTIS, AND INUIT PROGRAMMING (INDIGENOUS EDUCATION COACHES)

The Indigenous Education Coaching team employs a universal education model. The goal of this model is for all students to 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 supports all staff in meeting the Teaching Quality Standard (TQS) #5 through professional development sessions designed to build the capacity of our teachers to accurately and confidently deliver Indigenous materials in their classrooms. They are moving future generations forward in creating a more inclusive Canada. A continued and focused area for the Indigenous Education Team is to promote and advance calls to action in Truth and Reconciliation.

This model allows 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 and will include consultations with Elders and Knowledge Keepers within our local context.

SUPPLEMENTAL MEASURES

Diploma Examination Participation Rate – Measure Details

Percentage of students writing 0 to 6 or more Diploma Examinations by the end of their 3rd year of high school.

	School					Authority					Province				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
N	12	16	10	10	15	246	263	250	271	259	46,245	47,675	48,340	49,297	51,148
% Writing 0 Exams	n/a	n/a	89.4	79.6	79.9	n/a	n/a	44.3	33.0	36.4	n/a	n/a	20.9	14.4	13.7
% Writing 1+ Exams	n/a	n/a	10.6	20.4	20.1	n/a	n/a	55.7	67.0	63.6	n/a	n/a	79.1	85.6	86.3
% Writing 2+ Exams	n/a	n/a	0.0	0.0	13.4	n/a	n/a	34.6	60.7	60.1	n/a	n/a	54.4	82.5	83.8
% Writing 3+ Exams	n/a	n/a	0.0	0.0	0.0	n/a	n/a	11.0	36.9	34.0	n/a	n/a	20.0	64.7	65.3
% Writing 4+ Exams	n/a	n/a	0.0	0.0	0.0	n/a	n/a	0.8	28.3	26.5	n/a	n/a	3.5	52.7	54.5
% Writing 5+ Exams	n/a	n/a	0.0	0.0	0.0	n/a	n/a	0.0	16.4	17.2	n/a	n/a	0.5	31.6	35.4
% Writing 6+ Exams	n/a	n/a	0.0	0.0	0.0	n/a	n/a	0.0	6.7	5.5	n/a	n/a	0.0	8.4	10.8

COMMENTS

The Diploma Examination Participation Rate data shows that diploma-exam participation at the outreach school is consistently low compared with authority and provincial levels. In 2022, 89.4% of students wrote 0 exams, followed by 79.6% in 2023 and 79.9% in 2024. This means that only 10.6%, 20.4%, and 20.1% of students respectively wrote at least one exam in those years. Participation beyond one exam also remains very limited, as 0% of students wrote 2 or more exams in both 2022 and 2023, and although 2024 shows 13.4% writing 2+ exams, no students wrote 4 or more in any year.

A number of factors contribute to the low participation rates, as many outreach students begin with significant academic gaps and require flexible scheduling or foundational coursework before attempting diploma classes. These conditions, combined with varied timelines and personal barriers, make it difficult for many students to reach the point where diploma exams feel accessible and manageable.

To address this, the school will strengthen the clarity and support surrounding pathways into diploma-level courses. We will implement early academic planning so students understand requirements and can make steady progress rather than feeling overwhelmed later in their program. We will also enhance literacy and numeracy development earlier in students' coursework so they enter 30-level classes with stronger skills and greater confidence. In addition, we will provide more structured supports, such as regular check-ins, tutoring opportunities, and targeted exam-review sessions, to ensure consistent guidance as students move toward diploma exams. We will improve communication with families so expectations are well understood.; Finally, we will provide more consistent instruction and progress monitoring to help increase the number of students ready to write diploma exams over time.

Drop Out Rate – Measure Details

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

	School					Authority					Province																						
	2020	2021	2022	2023	2024	Measure Evaluation			2020	2021	2022	2023	2024	2020	2021	2022	2023	2024															
	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%														
Drop Out Rate	72	14.2	66	28.1	57	20.9	65	28.8	70	32.3	Very Low	Maintained	Concern	1,050	5.5	1,001	8.3	1,015	8.3	1,031	7.9	1,059	7.6	186,228	2.6	189,713	2.3	191,156	2.5	195,341	2.5	206,059	2.4
Returning Rate	13	15.7	11	9.8	19	16.4	12	34.3	19	21.5	n/a	n/a	n/a	69	15.8	62	19.0	91	18.3	90	16.9	87	21.1	6,720	18.1	6,408	17.3	5,940	17.2	6,244	16.6	6,748	19.2

COMMENTS

The Drop Out Rate data for Prairie View Outreach shows a consistently elevated level of student withdrawal when compared with both authority and provincial patterns. From 2020 to 2024, the school's dropout rate rises from 14.2% to 32.3%, and each year remains far above the authority range of 5.5% to 8.3% and the provincial range of 2.3% to 2.6%. The 2024 rate is more than four times the authority and more than twelve times the province, which highlights the significant challenges faced by PVO learners, many of whom enter with interrupted schooling, personal barriers, or limited credit completion in previous years.

The Returning Rate adds important context, as it shows that while many students disengage, a portion eventually re-enter. The school's returning rate fluctuates widely, dropping to 9.8% in 2021, rising sharply to 34.3% in 2023, and then settling at 21.5% in 2024. Authority and provincial return rates remain much steadier, generally between 16% and 21%, so the school's variability reflects the complex and nonlinear engagement patterns typical in outreach settings.

To address this, the school will strengthen early identification of students at risk of disengagement so that timely academic and wellness interventions are provided. Moreover, increasing predictable structures, such as weekly check-ins, flexible planning meetings, and targeted supports, can help students maintain connection even when outside pressures arise. Additionally, expanding mental-health supports, short-term success pathways, and consistent follow-up routines can reduce withdrawal and encourage re-engagement. Finally, as staffing and leadership continue to stabilize, refining onboarding, progress monitoring, and communication practices will create a more reliable environment that supports students in staying on track or returning more quickly when they fall off course.

SUPPLEMENTAL MEASURES

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												
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025		2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	22	53.1	24	72.1	18	59.4	17	69.7	23	66.9	Low	Maintained	Issue	594	80.5	694	82.4	696	82.4	855	84.3	919	83.0	157,680	81.9	172,339	82.9	179,589	82.9	184,554	82.8	190,222	83.0
Parent	2	*	1	*	2	*	3	*	5	*	*	*	*	90	78.6	95	81.5	98	78.5	187	84.0	307	81.2	30,817	81.7	31,625	82.4	31,780	82.2	33,145	82.3	34,368	82.4
Student	22	53.1	24	72.1	18	59.4	17	69.7	23	66.9	Intermediate	Maintained	Acceptable	322	76.2	422	77.8	438	79.1	479	77.7	432	78.3	96,676	74.9	109,776	76.9	115,487	77.4	119,382	76.7	122,315	77.0
Teacher	3	*	3	*	1	*	2	*	2	*	*	*	*	182	86.8	177	87.9	160	89.6	189	91.2	180	89.5	30,187	89.2	30,938	89.3	32,322	89.3	32,027	89.2	33,539	89.5

COMMENTS

The Program of Studies data for the outreach school shows a consistent pattern of lower satisfaction when compared with both authority and provincial levels. In 2021, overall satisfaction at the school was 53.1%, rising to 72.1% in 2022 before falling to 59.4% in 2023, and then improving again to 69.7% in 2024 and 66.9% in 2025. Even in the stronger years, the school remains well below authority results, which sit between 80.5% and 83.0%, and provincial results, which remain steady between 81.9% and 83.0%. Student responses mirror this pattern: they reach 72.1% in 2022, drop sharply to 59.4% in 2023, and then rise again to 69.7% and 66.9% in the next two years. Teacher and parent sample sizes are too small to report consistently, which is common in outreach contexts, so student data largely determines the school's overall rating. Based on these results, the school is assessed at "Low" achievement, "Maintained" improvement, and an overall rating of "Issue," suggesting ongoing concerns about the breadth of programming.

The school's fluctuating results reflect the realities of outreach programming, since students follow individualized pathways and may not have access to the same range of complementary courses found in traditional settings. At the same time, recent transitions in teaching staff and school leadership have introduced shifts in structure and communication, and as these new processes continue to settle, greater clarity around programming is expected to emerge.

To address this, the school will place a stronger focus on how we communicate course options and pathways so that students have a clear understanding of what is available and how each choice connects to their long-term goals. We will also work to expand access to complementary courses by exploring partnerships, building more flexible scheduling options, and making greater use of online offerings where appropriate. At the same time, we will provide clearer program guides and more consistent academic planning so students feel supported in making informed decisions about their learning. As our staffing stabilizes and we continue refining our processes, we will work toward creating more predictable structures and strengthening communication, with the goal of improving overall satisfaction with the program of studies.

Program of Studies - At Risk Students – Measure Details

	Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.																																
	School										Authority										Province												
	2021		2022		2023		2024		2025		Measure Evaluation			2021		2022		2023		2024		2025		2021		2022		2023		2024		2025	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	22	89.4	24	91.7	18	85.2	17	100.0	24	94.3	Very High	Maintained	Excellent	876	83.4	992	84.2	993	81.6	1,197	81.8	1,242	83.4	230,686	82.7	249,524	81.9	256,932	81.2	264,651	80.6	268,717	80.5
Parent	2	*	2	*	2	*	3	*	5	*	*	*	*	90	72.1	96	78.1	98	72.5	187	70.9	310	74.5	30,874	76.7	31,643	75.3	31,805	73.7	33,110	73.5	34,352	73.5
Student	22	89.4	24	91.7	18	85.2	17	100.0	24	94.3	Very High	Maintained	Excellent	604	84.1	719	81.6	735	81.0	821	81.1	752	82.2	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7	200,841	78.7
Teacher	3	*	3	*	1	*	2	*	2	*	*	*	*	182	93.9	177	92.8	160	91.4	189	93.4	180	93.7	30,181	91.2	30,946	90.3	32,322	89.9	32,025	89.5	33,524	89.4

COMMENTS

The Program of Studies – At Risk Students data shows consistently high satisfaction at the Prairie View Outreach school, and results remain above both authority and provincial averages across all reported years. Overall satisfaction was 89.4% in 2021, rising to 91.7% in 2022 before dipping slightly to 85.2% in 2023 and then reaching 100% in 2024 and 94.3% in 2025. Student results follow the same pattern, moving from 89.4% in 2021 to 91.7% in 2022, dropping to 85.2% in 2023, and then climbing to 100% and 94.3% in 2024 and 2025. Even during the smaller fluctuation in 2023, the school continues to outperform authority results, which range from 81.6% to 83.4%, and provincial results, which sit between 79.9% and 82.7%. These consistently high numbers contribute to an evaluation of "Very High" achievement, "Maintained" improvement, and an overall rating of "Excellent," reinforcing that students feel well supported and able to access timely help.

The stability of this measure is notable, particularly because outreach students often require highly individualized support and may arrive with complex needs. Although the school has experienced transitions in teaching staff and leadership, the data suggests that core supports for at-risk learners remain strong. The consistently high satisfaction levels indicate that structures for academic help, relationship-building, and responsive intervention continue to be reliable, even as the school works to refine broader programming processes.

To address this, the school will continue to build on what is already working while strengthening the predictability and visibility of supports for students who are at risk. Because timely access and clear communication are key, the school will refine processes for connecting students with academic help, wellness resources, and individualized planning so that these systems remain strong even through staffing transitions. The school will also enhance early identification practices and ensure follow-up routines occur consistently, and it will continue reinforcing collaborative communication with families and outside agencies. As leadership and staffing stabilize, the school will further formalize support structures so students experience seamless access to assistance, which should sustain the high satisfaction levels and ensure that at-risk learners continue to feel supported and connected.

SUPPLEMENTAL MEASURES

Rutherford Eligibility Rate – Measure Details

Percentage of Grade 12 students eligible for a Rutherford Scholarship.

	School										Measure Evaluation										Authority										Province																			
	2020					2021					2022					2023					2024					2020					2021					2022					2023					2024				
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%										
Rutherford Scholarship Eligibility Rate	31	22.6	31	29.0	31	38.7	29	31.0	24	16.7	Very Low	Declined	Concern	307	45.9	305	48.5	296	51.7	302	48.3	293	46.1	59,357	68.0	58,631	70.2	57,307	71.9	58,930	70.7	63,342	69.4																	

Rutherford eligibility rate details.

Reporting School Year	Total Students	Grade 10 Rutherford					Grade 11 Rutherford					Grade 12 Rutherford					Overall						
		Number of Students Eligible		Percent of Students Eligible			Number of Students Eligible		Percent of Students Eligible			Number of Students Eligible		Percent of Students Eligible			Number of Students Eligible		Percent of Students Eligible				
2020	31	6		19.4			5		16.1			2		6.5			7		22.6				
2021	31	7		22.6			5		16.1			3		9.7			9		29.0				
2022	31	10		32.3			8		25.8			4		12.9			12		38.7				
2023	29	8		27.6			6		20.7			1		3.4			9		31.0				
2024	24	3		12.5			1		4.2			0		0.0			4		16.7				

COMMENTS

The Rutherford Scholarship Eligibility Rate has declined significantly, dropping from 38.7% in 2022 to 31.0% in 2023, and then falling further to 16.7% in 2024, which remains far below authority levels of 46–51% and provincial levels of 68–71%. Grade-level data shows the same pattern, as Grade 12 eligibility decreases from 12.9% in 2022 to 0% in 2024, and this trend reflects the academic gaps and interrupted learning many students bring when entering outreach programming.

To address this, the school will strengthen early academic planning and provide clearer guidance on scholarship requirements beginning in Grade 10, while also reinforcing core skills through targeted supports and tutoring. Additionally, we will monitor achievement more closely so interventions can occur sooner, and we will ensure more consistent instruction and communication as staffing stabilizes. Altogether, these actions are intended to help more students meet Rutherford eligibility expectations over time.

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										Measure Evaluation										Authority										Province																			
	2021					2022					2023					2024					2025					2021					2022					2023					2024					2025				
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%										
Overall	22	88.0	24	91.5	19	84.4	17	97.6	24	94.8	Very High	Maintained	Excellent	877	87.3	994	87.4	994	84.4	1,196	85.0	1,244	85.5	230,987	90.0	249,835	88.8	257,278	87.5	265,150	87.1	269,159	87.3																	
Parent	2	*	2	*	2	*	3	*	5	*	*	*	*	90	81.6	96	86.8	98	82.5	187	81.6	310	82.4	30,969	90.5	31,707	89.5	31,879	88.1	33,225	88.0	34,446	87.9																	
Student	22	88.0	24	91.5	19	84.4	17	97.6	24	94.8	Very High	Maintained	Excellent	605	83.5	721	79.6	736	78.1	820	79.2	754	79.2	169,813	84.0	187,165	82.5	193,049	81.5	199,865	80.4	201,157	80.6																	
Teacher	3	*	3	*	1	*	2	*	2	*	*	*	*	182	96.7	177	95.7	160	92.7	189	94.2	180	94.8	30,205	95.4	30,963	94.3	32,350	93.0	32,060	92.9	33,556	93.4																	

COMMENTS

The Safe and Caring data shows consistently strong results, with overall satisfaction remaining high over time. In 2021, the school reported 88.0%, increasing to 91.5% in 2022, dipping to 84.4% in 2023, and rising again to 97.6% in 2024 and 94.8% in 2025. These levels align closely with authority results (ranging from 83.4% to 85.5%) and often exceed provincial results (ranging from 87.1% to 90.0%), indicating that students feel safe, respected, and treated fairly within the program. Student responses mirror this trend, suggesting that the school maintains a strong culture of safety and respect even as enrolment, staffing, and student needs fluctuate from year to year. To address this, the school will continue reinforcing consistent expectations for conduct, communication, and relationship-building, while ensuring students experience predictable and supportive routines. We will strengthen proactive check-ins, expand opportunities for student voice, and maintain strong connections with families and community supports so that all learners feel safe, valued, and respected as they work through individualized pathways.

Satisfaction with Program Access – Measure Details

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																			
	2021					2022					2023					2024					2025					2021					2022					2023					2024					2025				
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%										
Overall	21	81.8	24	90.4	19	75.0	17	91.0	24	93.1	Very High	Maintained	Excellent	870	81.0	986	83.7	991	78.8	1,193	82.2	1,235	82.3	228,281	71.8	247,744	72.6	255,597	72.9	263,089	71.9	267,002	72.1																	
Parent	2	*	1	*	2	*	3	*	5	*	*	*	*	87	71.1	93	79.6	96	73.8	185	76.1	305	75.1	29,417	65.7	30,664	67.4	31,117	68.4	32,304	67.8	33,401	68.4																	
Student	21	81.8	24	90.4	19	75.0	17	91.0	24	93.1	Very High	Maintained	Excellent	601	85.2	716	84.1	736	83.2	819	86.0	751	86.3	168,839	71.9	186,237	73.5	192,269	74.3	198,907	73.0	200,212	73.8																	
Teacher	3	*	3	*	1	*	2	*	2	*	*	*	*	182	86.7	177	87.5	159	79.3	189	84.4	179	85.4	30,025	77.8	30,843	77.0	32,211	76.0	31,878	74.8	33,389	74.1																	

COMMENTS

Satisfaction with Program Access has remained strong over the past five years, although results show some variability tied to student turnover and staffing changes common in outreach settings. Overall satisfaction rose from 81.8% in 2021 to 90.4% in 2023, dipped to 75.0% in 2024, and rebounded to 93.1% in 2025, which places the school within the Very High range for achievement and Maintained for improvement. Student satisfaction mirrors this pattern, increasing from 81.8% in 2021 to 91.0% in 2024 and rising again to 93.1% in 2025, remaining well above both authority and provincial averages throughout the period. Parent and teacher results are limited by small sample sizes but generally follow the same positive direction. To address this, the school will strengthen communication with families and refine onboarding so students understand program pathways earlier, while enhancing flexible scheduling and course-access options to reduce barriers for learners with complex circumstances. We will also increase opportunities for regular check-ins, ensure consistent instructional support as staffing stabilizes, and gather more targeted feedback from students and parents so adjustments can be made proactively. These steps are intended to keep satisfaction high and make program access even more responsive to outreach learners' needs.

SUPPLEMENTAL MEASURES

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										Measure Evaluation										Authority										Province									
	2021		2022		2023		2024		2025		Achievement			Improvement			Overall			2021		2022		2023		2024		2025		2021		2022		2023		2024		2025		
	N	%	N	%	N	%	N	%	N	%	Very High	Maintained	Excellent	Very High	Maintained	Excellent	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	22	88.1	24	100.0	19	85.7	17	100.0	23	91.3	Very High	Maintained	Excellent	850	76.7	974	71.1	980	75.4	1,173	79.5	1,206	81.5	224,041	81.4	243,980	74.2	251,355	75.2	258,502	75.8	262,745	76.6							
Parent	1	*	1	*	2	*	3	*	5	*	*	*	*	79	68.4	92	56.5	96	69.8	181	74.6	293	78.5	28,016	81.7	30,147	70.0	30,371	72.5	31,538	75.2	32,755	76.4							
Student	22	88.1	24	100.0	19	85.7	17	100.0	23	91.3	Very High	Maintained	Excellent	600	79.8	718	72.6	731	73.5	814	75.7	743	76.6	167,992	79.1	185,107	76.3	191,142	75.0	197,479	74.0	198,914	74.4							
Teacher	3	*	3	*	1	*	2	*	2	*	*	*	*	171	81.9	164	84.1	153	83.0	178	88.2	170	89.4	28,033	83.4	28,726	76.3	29,842	78.0	29,485	78.2	31,076	79.1							

COMMENTS

The school's results in the School Improvement measure remain exceptionally strong, as ratings stay between 85–100% from 2021–2025 and consistently fall in the Very High and Excellent range. Student responses mirror the overall trend, holding steady at 88–100%, while parent and teacher sample sizes are too small to report but show no indication of concern. Compared with authority and provincial levels, which sit in the mid-70% range, the school continues to perform well above both benchmarks. These results suggest that students feel the school is stable, responsive, and continually improving, even through recent staffing transitions.

To address this, the school will continue strengthening communication with families, while ensuring that instructional practices remain consistent so students experience reliability across courses. We will also enhance opportunities for student voice and feedback, deepen our supports for new learners as they transition into outreach programming, and maintain regular progress monitoring so concerns can be addressed quickly and collaboratively. Through these steps, we aim to sustain high levels of confidence in the school's ongoing improvement.

High School to Post-secondary Transition Rate – Measure Details

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

	School										Measure Evaluation										Authority										Province									
	2020		2021		2022		2023		2024		Achievement			Improvement			Overall			2020		2021		2022		2023		2024		2020		2021		2022		2023		2024		
	N	%	N	%	N	%	N	%	N	%	Very Low	Improved	Issue	Very Low	Maintained	Concern	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
4 Year Rate	11	0.0	13	0.0	15	0.0	11	0.0	9	11.5	Very Low	Improved	Issue	250	36.0	246	33.7	265	25.1	250	28.9	268	27.7	45,351	40.5	46,242	41.2	47,660	40.2	48,296	41.1	49,293	42.5							
6 Year Rate	9	11.5	11	0.0	10	20.8	13	0.0	14	7.4	Very Low	Maintained	Concern	250	48.2	265	47.7	250	49.3	245	40.7	263	42.4	44,983	60.0	44,966	60.3	45,342	59.7	46,232	60.1	47,654	59.9							

COMMENTS

The school's post-secondary transition rates remain well below authority and provincial levels, and the data show persistent gaps for outreach learners. The 4-year transition rate stayed at 0% from 2020–2023 before increasing slightly to 11.5% in 2024, while the 6-year rate declined from 20.8% in 2022 to 7.4% in 2024. Although the recent improvement in the 4-year rate is positive, both measures continue to fall far below authority results in the mid-20% to mid-40% range and provincial averages in the 40–60% range. These trends reflect the complexity of outreach pathways, as many students enter with interrupted learning, external responsibilities, and limited familiarity with post-secondary processes.

To address this, the school will strengthen early and ongoing post-secondary planning by working closely with our career coach, who meets with students regularly to provide individualized guidance and support. We will more closely monitor credit accumulation and course sequencing, and we will expand structured opportunities, such as targeted workshops, application and funding support, and connections with community partners, so students can plan realistic next steps. As staffing and processes stabilize, we will reinforce consistent communication, integrate clearer check-ins, and ensure students understand the pathways available to them, which should help more learners prepare for and successfully transition to post-secondary options over time.