



St. Joseph
Catholic School

“We Love to Learn, We Learn to Love”

**Annual Education Results Report
2017-2018**

**Three Year Education Plan
2017-2020**

Message from the Principal,

St. Joseph Catholic School's plan for the three years commencing September 1, 2017 was prepared by school administration in accordance with the responsibilities under the School Act and the Government Accountability Act. St. Joseph Catholic School is committed to achieving the results laid out in this Education Plan.

After reviewing our school's Alberta Education Accountability Pillar 2017 Survey results as well as our Evergreen CSRD Survey, I am pleased to report a continued high level of satisfaction in most areas from the St. Joseph Catholic School stakeholders over the past year. Due to the sustained satisfaction level, we will be continuing with many of our existing goals and strategies. We are also developing strategies to address areas where we can improve.

I believe St. Joseph staff and the current leadership team will be able to offer different ideas and perspectives, since we have varied and vast experiences in the field of education, including experienced, returning staff members. In conjunction with our team leaders at St. Joseph, including our Counselor, Instructional Coach and Inclusive Education Coordinator, we hope to continue to grow and learn, looking at new initiatives that meet our students' needs.

At St. Joseph Catholic School, we will continue to have teachers self-assess their teaching practises and meet in their Professional Faith Based Learning Communities to continue their professional learning and share best practices with one another. On the following page, I have included our School Improvement Plan Goals.

Mr. Dave Sheehan
Principal

St. Joseph Catholic School Improvement Plan/Goals (2017-2018)

Goal #1 – Review student learning and instructional practices in numeracy.

Strategies:

1. Use numeracy diagnostic assessment in September to guide instruction.
2. Use PFLC meetings and Sprint structure to support numeracy P.D. learning and set targeted goals.
3. Participate in Agile Schools project with other ECSRD schools and 3 networked School Divisions to continue and support targeted instructional practices.
4. Access support through **Instructional Coach**.

Goal #2 – Promote the emotional and mental well-being of all students.

Strategies:

1. Employ Growth Mindset and Mindfulness strategies to increase student emotional, social and academic confidence.
2. Coordinate our efforts with: Evergreen Wellness Team, other ECSRD schools through the Healthy Schools Initiative and our school's Health Champion with a focus on student mental wellness.
3. Use the WITS program as an instructional tool to help students with conflict resolution.
4. Access support through **Instructional Coach**.

Goal # 3 – Maintain a strong faith focus within our school and our larger school community.

Strategies:

1. Maintain and foster faith connections between school, home and parish (invitations to liturgies, liturgies/mass at school, visits to the parish, clergy visits to school).
2. Full implementation of the new Religious Studies program for Gr. 1-4.
3. Create tangible connections to our school theme "In Christ, All Are Welcome, All Belong."
4. Foster relationship with Sacramental Preparation team at Holy Trinity Parish and expand their presence in the school.
5. Explore age appropriate service projects at all grade levels within the school and community.

Combined 2017 Accountability Pillar Overall Summary

Measure Category	Measure	St. Joseph Catholic School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	91.7	90.2	92.3	89.5	89.5	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	88.4	82.8	86.7	81.9	81.9	81.5	Very High	Maintained	Excellent
	Education Quality	96.6	91.8	95.3	90.1	90.1	89.6	Very High	Maintained	Excellent
	Drop Out Rate	n/a	n/a	n/a	3.0	3.2	3.3	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	77.9	76.5	76.1	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	n/a	n/a	73.4	73.6	73.2	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	19.5	19.4	18.8	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.0	82.7	83.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.2	21.2	21.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	54.9	54.6	53.1	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	62.3	60.8	60.8	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	57.9	59.4	59.3	n/a	n/a	n/a
	Work Preparation	88.0	77.1	78.2	82.7	82.6	81.9	Very High	Improved	Excellent
	Citizenship	89.0	87.1	90.5	83.7	83.9	83.6	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	86.6	76.8	84.6	81.2	80.9	80.7	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	90.4	79.5	88.6	81.4	81.2	80.2	Very High	Maintained	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
4. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
11. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.

Measure Evaluation Reference

Achievement Evaluation

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

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

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

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

Improvement Table

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

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

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

Overall Evaluation Table

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

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

Category Evaluation

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

Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	87.2	90.8	93.5	87.1	89.0	90.0	Very High	Maintained	Excellent			
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	81.6	81.3	76.2	77.1	88.0	90.0	Very High	Improved	Excellent			

Comment on Results

(an assessment of progress toward achieving the target)

- The results show a significant increase in parent satisfaction in both of these measures. Last year our strategies in this outcome included instructing our students in the habits of Growth Mindset and being intentional with planning and instructing with the Cross Curricular Competencies in an effort to build skills students need to be successful throughout their lives.
- Another strategy we employed was to use School Council meetings and school newsletters as a means to share information and exemplars of learning activities and strategies and supports and how they supported their children's success (ex. Growth Mindset, Learning Commons, conflict resolution program). Parents had much more awareness of programming.
- Last year, we noted our parent response to the 2016 Accountability Pillar Survey was minimal (11 parents). We made a strong effort to encourage parents to participate in the survey last year, resulting in 22 parents responding to these questions on the 2017 Accountability Pillar Survey.
- Student satisfaction that "students model the characteristics of active citizenship" decreased from 79.3% in 2016 to 75.2% in 2017 which is also significantly less than the level of parent and teacher satisfaction.

Strategies

- We are continuing to take time at staff meetings and in our PFLC meetings to learn more about the Cross Curricular Competencies, which are skills and behaviours that students will need to be successful throughout their lives.
- One of our School Goals is building on our work in the area of Growth Mindsets with students to include mindfulness strategies that are transferrable to all life situations.
- At our School Council meetings and in our Monthly Newsletter and weekly Principal's message, we are continuing to explain programming and learning initiatives to parents, giving examples of the instruction their children are experiencing and sharing ideas for how they can encourage and reinforce at home.
- To increase student satisfaction, we have initiated a Leaders In Training (LIT) Team for our Grade 4 students. LIT Team gives students opportunities to have leadership roles at recess, on the playground and in organizing and promoting school-wide activities and events.

Notes:

1. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Outcome Two: The systemic education achievement gap between First Nations, Métis and Inuit students and all other students is eliminated

(Results and evaluations for First Nations, Métis and Inuit measures are required for Public/Separate/Francophone schools only)

[No Data for Overall FNMI Results]

Comment on Results

(an assessment of progress toward achieving the target)

- Our school does not have evaluation results for FNMI students.

Strategies

Although we do not have evaluation results, we are providing supports for our Indigenous students including:

- ensuring counselling time is available for students and guidance for parents.
- development of a Diversity Tool Kit with our ATA Local for teachers to use as Indigenous Education support.

We are also participating in other initiatives to help staff and students increase their awareness and understanding of indigenous groups historically and how policies and events have impacted indigenous societies and cultures.

- Participation in Orange Shirt Day along with lessons and discussion about the effects of residential schools.
- Developing a Land Acknowledgment which is referenced at all school events and meetings.
- Working closely with our school division Indigenous Education Coordinator to increase our staff's awareness and understanding of Indigenous history, stories, and relations.
- Two staff members are representing our school on our school division's Indigenous Education Committee to learn and share information and strategies.
- Identifying PD opportunities for staff to learn more about working with indigenous students.
- Inviting guest speakers and activities to promote positive cultural differences and similarities within the school community.

Notes:

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2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
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 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
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6. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
7. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.

Outcome Three: Alberta's education system is inclusive

Performance Measure	Results (in percentages)						Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020	
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.	91.3	91.9	94.6	90.2	91.7	92.0	Very High	Maintained	Excellent				

Comment on Results

(an assessment of progress toward achieving the target)

- As a school, we put a priority on creating safe learning environments for students. The results above indicate students, parents and teachers feel our school is safe and continues to address issues positively as they arise.
- Our overall result in this outcome is very strong. It is interesting to note that student satisfaction is lower than parent and teacher satisfaction. At closer inspection, on several questions for this category, many students responded "Don't Know".

Strategies

- We have increased our counselling services through our 0.63 FTE counsellor.
- Our counsellor has expanded the number of students she access by delivering pro-social and problem solving programs in each classroom.
- To ensure success in our inclusive classrooms, our 0.5 FTE Inclusive Education Coordinator provides supports to students, teachers and parents for students who may have difficulty in learning environments.
- We are providing support for English Language Learners through a teacher in an ELL support role to support teachers and students to ensure student success in inclusive learning environments.
- We are putting a stronger emphasis on our school-wide WITS program to empower students with strategies to resolve conflicts. We will continue to work with our grade 4 students to take a leadership role for our younger students as Leaders in Training (LIT Team) – helping younger students problem solve on the playground, instructing sport and recreation skills, promoting school wide activities and social justice events.
- Cst. Nasheim will continue to support us as our School Resource Officer and deliver programs such as Halloween Safety and our WITS assembly.
- To help students recognize their level of safety, we will acknowledge and recognize students on our SJTV broadcasts for being safe, caring, respectful and treating others fairly.
- As a staff, we are participating in professional development activities through Alberta Health Services and our school division's Wellness Team to better identify and address student anxiety and wellness and help students develop personal strategies to monitor and regulate themselves.

Notes:

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2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

Outcome Four: Alberta has excellent teachers, and school and school authority leaders

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
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.	84.9	88.6	88.7	82.8	88.4	90.0	Very High	Maintained	Excellent			

Comment on Results
(an assessment of progress toward achieving the target)

- The overall percentage of satisfaction has increased to levels we had been seeing in 2015 and 2016. In particular, parent levels of satisfaction have increased significantly. These are strong results that reflect our efforts to provide a quality education to students in our K-4 school.
- Last year, the percentage of satisfied parents had decreased, 20%-30% responded the “Don’t Know” to questions about opportunities for their children engage in Drama and Health instruction. At the time, we noted it may be due to a communication issue between school and home.

Strategies

It appears that our parent community is unaware of some of the curricular opportunities their children have. To address this:
 We employed several intentional strategies last year that appear to have had an impact. We intend to continue these strategies:

- Teachers will use classroom newsletters, student reports and parent conferences as opportunities to make parents aware of the many curricular opportunities their children have at school.
- Areas such as drama and use of technology that are embedded within the program of studies and learning of core subject areas will be given more emphasis. Student projects and achievement with these topics (projects involving technology, demonstrations of student learning through the use of technology, dramatic performances at our Christmas concert, Seniors’ visits, and Volunteer Tea) will be highlighted to parents.
- Our school choir will have an active role in our school liturgies, Christmas concerts, and in our community at the Copper Sky Lodge and in Holy Trinity Parish at our Grade 4 Bible Mass and Catholic Education Sunday.

In addition, we have also:

- formed a Professional Faith Learning Community for our Music teachers that meets monthly to improve instruction and learning and plan/prepare opportunities for student performances.
- Enhanced our Health instruction by embedding school-wide instruction for self-regulation strategies such as Zones of Regulation.
- Invited professional performers to provide dramatic and dance performances and workshops for students.

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Outcome Five: Alberta's education system is well governed and managed

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
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.	90.3	95.1	91.4	79.5	90.4	91.0	Very High	Maintained	Excellent			
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	79.1	90.4	86.6	76.8	86.6	88.0	Very High	Maintained	Excellent			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	91.2	97.7	96.4	91.8	96.6	97.0	Very High	Maintained	Excellent			

Comment on Results

(an assessment of progress toward achieving the target)

- There is a notable increase in the level of satisfaction in responses to all of the questions in this outcome.
- There was a dramatic increase in parent satisfaction with the school and school jurisdiction improving or staying the same in the past 3 years (57.1% to 96%)
- With many more parents completing the survey this year (25) than last year (14), the results are likely more representative of our parent level of satisfaction.

Strategies

- We will continue to invite parents to participate in discussions about their children's education and progress. We schedule parent conferences twice each year and parents are also able to schedule appointments with teachers when necessary.
- We are focusing on areas for improvement within our School Improvement Plan, particularly within Numeracy and student emotional and mental well-being. Both of these initiatives are being supported with professional learning opportunities and instructional support.
- Supports are in place to help staff improve their instruction include an Instructional Coach (instructional strategies) and Learning With Technology Coach (assisting with student use of technology to support, extend and accelerate learning).
- We are participating in the Agile Schools Community to learn and practice strategies for implementing meaningful change and improvement in teacher instruction and student learning. Agile Schools is a group of small, agile school communities being led in the change process by Simon Breakspear and supported by the ATA.
- We have embedded the SPRINT process as a means of using student performance data and evidence to identify areas we can target instruction and improve student learning. Each month, our SPRINT data is collected, reviewed and targets are adjusted.

Notes:

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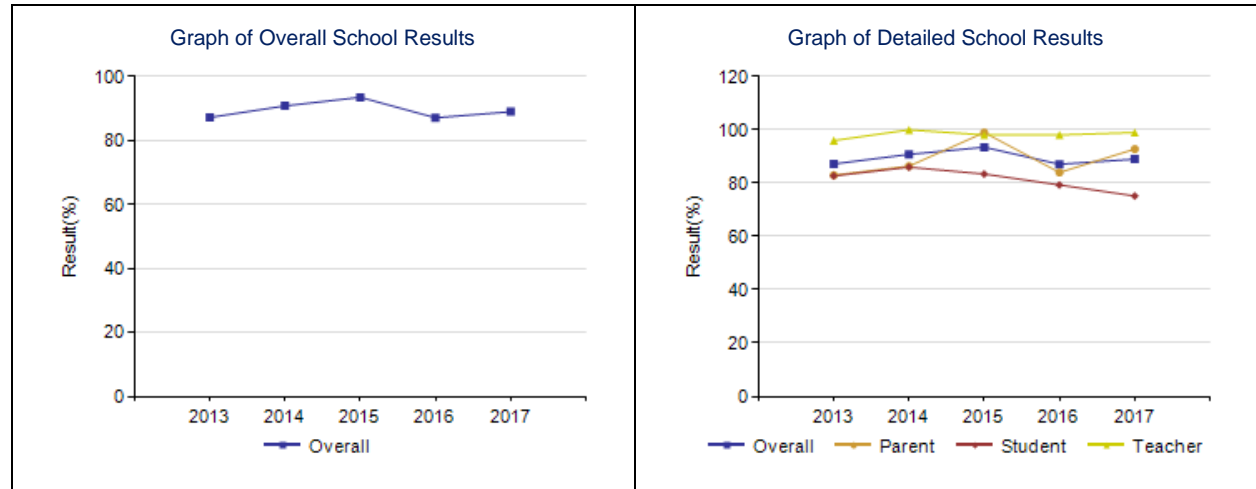
APPENDIX – Measure Details

The following pages include tables and graphs that provide detailed data for the performance measures. Schools may include these under each measure/outcome to provide context and help in interpreting the results

Citizenship – Measure Details

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

	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	87.2	90.8	93.5	87.1	89.0	81.6	83.7	84.2	81.6	84.2	83.4	83.4	83.5	83.9	83.7
Teacher	96.0	100.0	98.1	98.1	99.0	96.7	97.5	97.7	98.4	98.0	93.6	93.8	94.2	94.5	94.0
Parent	83.0	86.4	99.0	84.0	92.8	74.8	83.3	83.6	77.6	84.0	80.3	81.9	82.1	82.9	82.7
Student	82.7	86.0	83.4	79.3	75.2	73.3	70.4	71.5	68.8	70.6	76.2	74.5	74.2	74.5	74.4

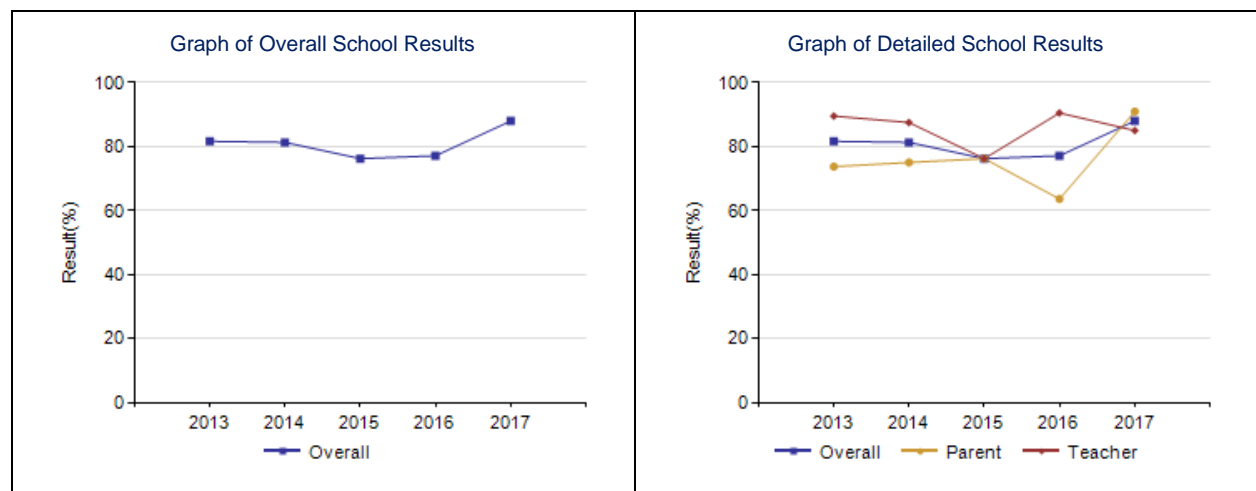


- Notes:
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 2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

Work Preparation – Measure Details

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

	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	81.6	81.3	76.2	77.1	88.0	82.8	85.7	83.0	81.0	86.0	80.3	81.2	82.0	82.6	82.7
Teacher	89.5	87.5	76.2	90.5	85.0	94.6	93.3	91.0	96.1	94.7	89.4	89.3	89.7	90.5	90.4
Parent	73.7	75.0	76.2	63.6	90.9	71.1	78.1	75.0	66.0	77.3	71.1	73.1	74.2	74.8	75.1

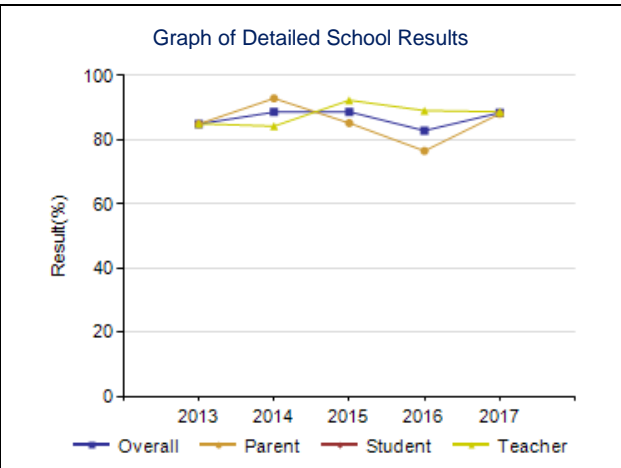
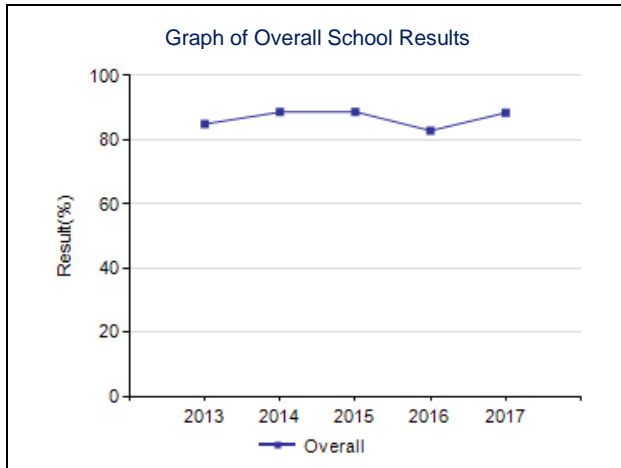


- Notes:
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Program of Studies – Measure Details

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				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	84.9	88.6	88.7	82.8	88.4	84.8	84.8	84.8	84.8	83.6	81.5	81.3	81.3	81.9	81.9
Teacher	85.0	84.2	92.3	89.1	88.7	91.5	91.5	94.0	94.1	92.6	87.9	87.5	87.2	88.1	88.0
Parent	84.9	92.9	85.2	76.5	88.1	81.6	83.0	79.9	80.3	81.8	78.9	79.9	79.9	80.1	80.1
Student	n/a	n/a	n/a	n/a	n/a	81.4	79.9	80.6	80.0	76.3	77.8	76.6	76.9	77.5	77.7



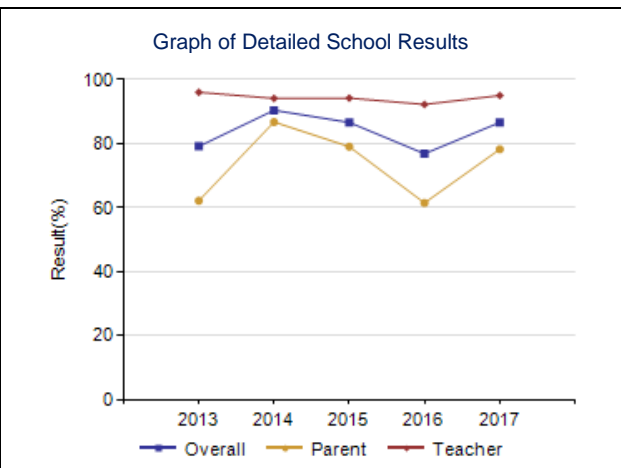
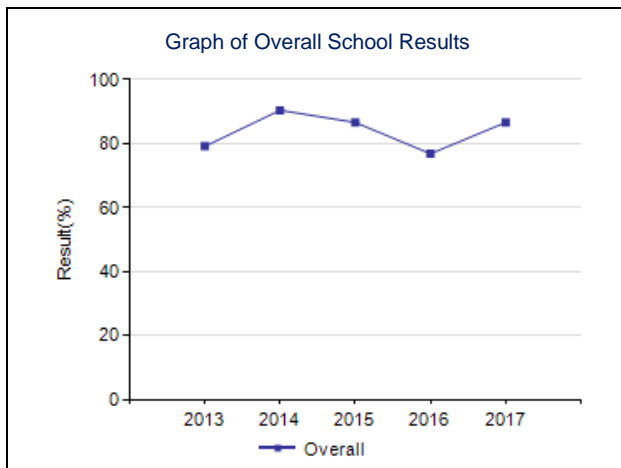
Notes:

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2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.

Parental Involvement – Measure Details

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

	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	79.1	90.4	86.6	76.8	86.6	79.9	82.6	83.0	75.4	82.5	80.3	80.6	80.7	80.9	81.2
Teacher	96.0	94.1	94.2	92.2	95.0	92.1	93.2	93.4	89.4	91.4	88.5	88.0	88.1	88.4	88.5
Parent	62.1	86.7	79.0	61.4	78.2	67.8	71.9	72.7	61.5	73.6	72.2	73.1	73.4	73.5	73.9



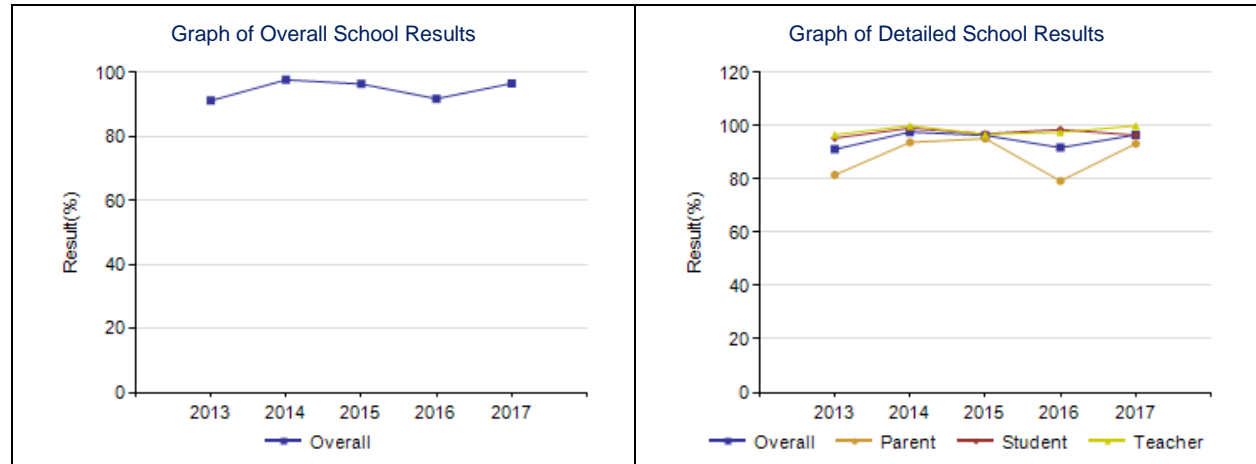
Notes:

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Education Quality – Measure Details

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

	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	91.2	97.7	96.4	91.8	96.6	89.1	90.2	91.3	88.7	91.3	89.8	89.2	89.5	90.1	90.1
Teacher	96.7	100.0	96.8	97.6	100.0	97.2	96.8	97.9	97.7	97.8	95.7	95.5	95.9	96.0	95.9
Parent	81.6	93.8	95.2	79.3	93.3	83.4	87.6	88.8	83.5	89.4	84.9	84.7	85.4	86.1	86.4
Student	95.4	99.1	97.0	98.6	96.5	86.8	86.1	87.1	85.0	86.7	88.7	87.3	87.4	88.0	88.1



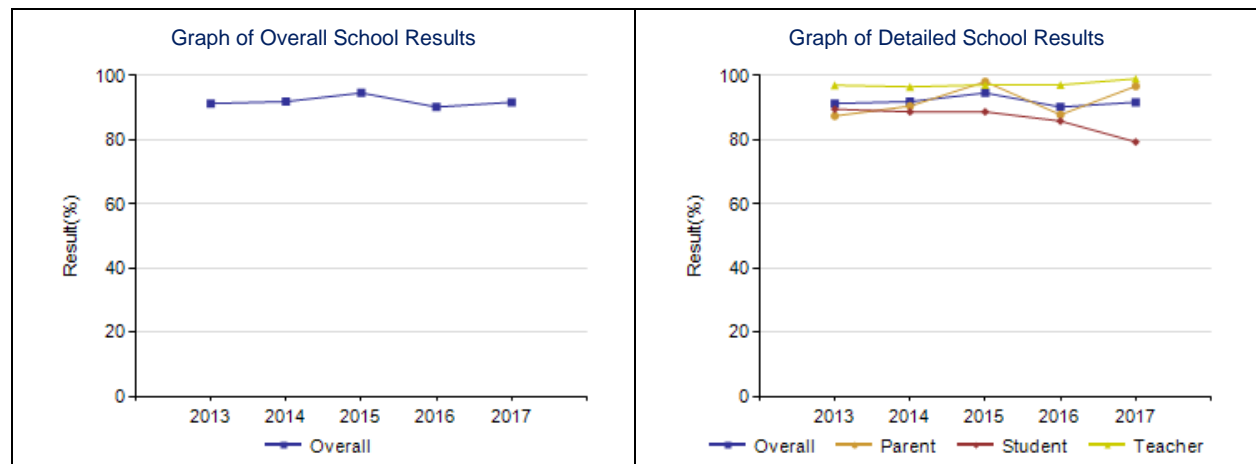
Notes:

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Safe and Caring – Measure Details

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	91.3	91.9	94.6	90.2	91.7	87.5	89.1	89.7	88.2	89.4	89.0	89.1	89.2	89.5	89.5
Teacher	97.0	96.5	97.1	97.1	99.0	95.5	97.2	96.1	97.6	96.9	95.0	95.3	95.4	95.4	95.3
Parent	87.4	90.5	98.1	87.8	96.7	85.1	88.1	90.1	86.9	90.6	87.8	88.9	89.3	89.8	89.9
Student	89.5	88.7	88.7	85.8	79.3	81.9	82.0	82.8	80.1	80.7	84.2	83.1	83.0	83.4	83.3



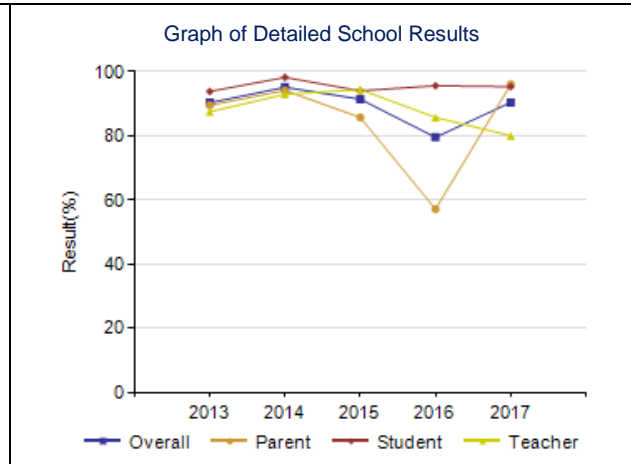
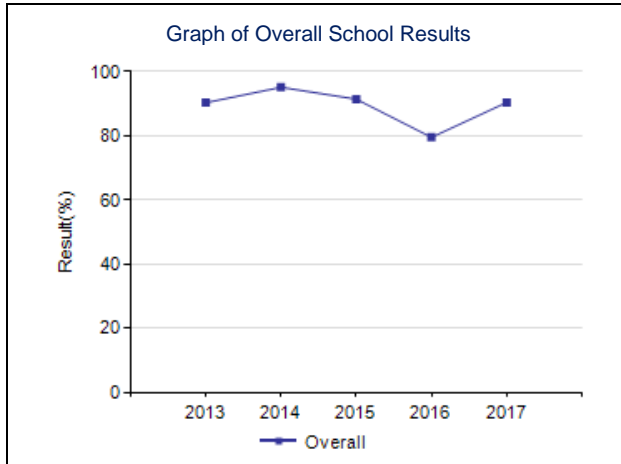
Notes:

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School Improvement – Measure Details

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	90.3	95.1	91.4	79.5	90.4	83.0	82.8	83.8	81.4	81.9	80.6	79.8	79.6	81.2	81.4
Teacher	87.5	92.9	94.4	85.7	80.0	89.3	87.6	88.4	91.2	82.8	80.9	81.3	79.8	82.3	82.2
Parent	89.5	94.1	85.7	57.1	96.0	79.4	81.5	80.1	73.6	81.1	77.9	77.0	78.5	79.7	80.8
Student	93.8	98.2	94.0	95.6	95.3	80.2	79.2	82.9	79.4	81.7	82.9	81.2	80.7	81.5	81.1



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.