

School Education Plan and Results Report

Three Year Plan 2018-22

Year 2



Mission Statement:

Our caring staff offers flexible programming and scheduling to enable students to have positive and successful learning experiences in alternative settings. We focus on helping students and adults to connect or reconnect with school, create positive personalized learning experiences for all of our students, and assist students in their individual transitions to work, Apprenticeship or Post-Secondary schooling.

Motto: Education Revolving around You

We believe that:

- Learning is best accomplished when students feel welcomed, safe, accepted and respected.
- Many students learn best outside traditional schools.
- Every student has the right to access opportunities to experience success.
- Learning can occur in a variety of environments.
- Every student has the ability to learn.
- Success should be defined individually and competence in any area can be demonstrated in many ways.
- All students learn to take ownership of their education.



SECTION ONE: School and Division Goals

School Goals:

GOAL 1: All students engage in their learning

Division priority 1 – Promote growth and success for all students.

Outcome: More students are engaged in school, achieve excellence, and are supported in their transition beyond high school.

GOAL 2: All students build trusting and healthy relationships in our school

Division Priority 2 – Enhance high quality learning and working environments.

Outcome: Our learning and working environments are welcoming, caring, respectful and safe.

GOAL 3: All students will demonstrate an improvement in their literacy and numeracy

Division Priority 2 – Enhance high quality learning and working environments.

Outcome: The division uses evidence-based practices to improve student engagement and achievement.

Elk Island Public Schools Goals:

Priority 1: Promote growth and success for all students.

GOAL 1: EXCELLENT START TO LEARNING

Outcome: More children reach social, intellectual, and physical developmental milestones by Grade 1.

GOAL 2: SUCCESS FOR EVERY STUDENT

Outcome: More students achieve a minimum of one year's growth in literacy and numeracy.

Outcome: The achievement gap between First Nations, Métis, and Inuit students and all other students is reduced.

GOAL 3: SUCCESS BEYOND HIGH SCHOOL

Outcome: More students are engaged in school, achieve excellence, and are supported in their transition beyond high school.

Priority 2: Enhance high quality learning and working environments.

GOAL 1: A FOCUS ON WELLBEING INCLUDING STUDENT CITIZENSHIP AND STAFF ENGAGEMENT

Outcome: Our learning and working environments are welcoming, caring, respectful, and safe.

GOAL 2: QUALITY INFRASTRUCTURE FOR ALL

Outcome: Student learning is supported through the use of effective planning, managing, and investment in division infrastructure.

GOAL 3: BUILD CAPACITY

Outcome: All staff have the opportunity and are supported in increasing their professional and leadership capacities.

GOAL 4: A CULTURE OF EXCELLENCE AND ACCOUNTABILITY

Outcome: The division uses evidenced-based practices to improve student engagement and achievement.

Priority 3: Enhance public education through effective engagement, partnerships, and communication.

GOAL 1: PARENTS AS PARTNERS

Outcome: Student learning is supported and enhanced through parent engagement.

GOAL 2: SUPPORTS AND SERVICES FOR STUDENTS AND FAMILIES

Outcome: Community partnerships support the needs of our students.

GOAL 3: ENGAGED AND EFFECTIVE GOVERNANCE

Outcome: The division is committed to ongoing advocacy to enhance public education.

SECTION TWO: School Profile and Foundation Statements

Principal: Joseph Clark

Assistant Principals: Denise Charbonneau: Continuing Education, and Karen Ramsey: Sherwood Park

Next Step Quick Facts:

- Next Step (NXT) opened in 1997 with the purpose of supporting students of Elk Island Public Schools (EIPS) with alternative program delivery options.
- Next Step is comprised of 3 stand-alone outreach schools, an onsite junior high, home education for grades 1-9, Continuing Education, an online school via the EIPS Moodle platform and the 2 EIPS summer schools which are run out of Continuing Education and at the Outreach.
- Next Step rents buildings in Vegreville, Fort Saskatchewan and Sherwood Park while also operating Continuing Education programs out of Salisbury Composite High School.
- An important note is that \$320,000 of the existing budget is allocated to rent; Next Step has seen an increase in rent at our Sherwood Park and Fort Saskatchewan Outreach locations for the 2018-19 school year. We expect to see rent increases every year in all locations and must budget accordingly. *Sherwood Park outreach will be negotiating the new lease this school year for that building.*

Characteristics of the EIPS Outreach Programs

All students in Alberta have the right to an education, and school jurisdictions have the responsibility to provide an appropriate education to their resident students (see Section 45 of the School Act). Some students, for a variety of reasons, find that regular school programs and services do not meet their needs. To encourage these students to continue and complete their education, Alberta Education provides funding for outreach programs for junior or senior high school aged students. In the early years of outreach programs, the focus was on students who were considered at-risk of dropping out of school. That focus remains, but in recent years has broadened considerably to include, but not exclusively, the following students:

- students who want to take their full high school program at the outreach program
- students who need only a few more courses for graduation
- students who are working and cannot fit a regular high school program into their schedules
- students who have failed, been otherwise unsuccessful in high school or have dropped out
- pregnant and parenting teens
- students who have been or are involved with drugs, criminal activity and/or sexual abuse
- students who have been bullied or who, for other reasons, find learning difficult because of large classes and crowded schools
- students who have been directed by the board to an outreach program
- students coping with mental or physical health issues such as anxiety, depression or other medical problems

- students who are so heavily involved in sports or fine arts that they are unable to attend classes full time
- students who, because of their religious and cultural norms, find that regular schools do not meet their needs.

Alberta Education provides funding for outreach programs to help boards support the success of students who have difficulty with regular education programs. A condition of that funding support is that the outreach programs must operate in stand-alone facilities. A variety of approaches are used to meet the individual needs of students and help students complete their high school diploma. All outreach programs must provide students with educational supports and services that are in addition to the Programs of Study. Some examples of educational support include personal and career counselling, conflict resolution and anger management techniques, time management and study skills, parenting skills, learning strategies and addictions counselling. These services may be provided onsite or in coordination with community agencies. Each outreach program in EIPS is unique and is designed to meet the individual needs of its students and community.

Programming Highlights:

Next Step is seen as an extension of all schools across the district, *providing support and innovative programming for students from grades 1 to 12, as well as adults. As per the Administrative Procedure 221; All secondary principals shall share responsibility for the implementation of the philosophy and operations of the Outreach program. For some students we are their first-choice school as they find themselves out of place at a 'standard school'. We give students a unique alternative to a standard school that allows them to work with the teachers to create their own schedule and program to complete high school. The programs we offer include home education, an inhouse junior high program, home education, senior high outreach, adult education, online education, summer school and, specifically for the Sherwood Park community, non-credit, high interest adult classes.*

We create and provide flexible programming for students during the regular school day, in the evening, during the weekends and in the summer months. The bulk of our students are accessing blended programs with other schools. This contiguous registration allows students to take courses they cannot fit into their time table at the standard school or gives them space for an option at their parent high school or allows them to finish high school faster or allows the student to upgrade their grades for entrance into university. We also have mature students who need some specific credits to graduate or require an upgrade to their high school courses to support entrance into postsecondary institutions.

Our main mode of curricular delivery is a combination of one to one instruction, print materials often combined with an online learning platform called Moodle. This provides targeted individualized supports for all types of learners, with a focus on creating safe and caring relationships with our students. The use of the Moodle prepares students for many post-secondary courses as it is the preferred platform of many Alberta Post-Secondary Schools.

We are very proud that our community rates our school very high in the Accountability Pillar measures of 'safe and caring', 'citizenship', 'educational quality', and 'school improvement'. We will continue to work on these measures as this is a cornerstone for being a good outreach and continuing education school.

SECTION THREE: School Education Results Report (2018-19)

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How, and to what degree, did those successes / challenges impact planning for 2018-19?

With the change in our budget we have had a reduction in staff. The Assistant Principal position at FSO has been eliminated. We have had to adjust how we do our course intakes, community and high school referrals and how we monitor our registration of students. We have reinstated the FSO Success coach position for a 0.4 allotment. This has allowed for better student programming and completion of courses at the FSO site.

We have worked with all the High School Redesign schools to offer EIPS Online Moodle courses as part of their school possible coursework. We provide an NXT staff member once a week during their allotted office hours to offer nearly any online high school course to their students. We provide courses like Physics and Math or English or CTS that does fit into the students' timetable. Our online school staff has Office Hours at each of our sister high schools that provides the necessary personal connection that helps students complete courses and this model has been very successful.

The Online side of the outreach; now NSOnline, a fully accredited high school, has netted more than 3400 completed CEUs worth of courses for our students.

To ensure we are tracking every program for each student we carefully monitor every students schedule and credit count and still provide the best high school experience EIPS can offer while being cognizant of the Alberta Education funding.

We have moved from an 'attendance focus' to a 'course work being submitted' model this year. This reflects the procedures set out by the Alberta Education Outreach Handbook. Last year while attendance was high, course completion was the lowest in five years. We found out that while there were many students in the school; for some reason many were not following through with their timelines. This year students sit down with the assistant principal at SPO or principal at FSO to create a timeline to help them plan out completing their high school diploma. We have a stricter student monitoring system and teachers are more active in working with students to do individual course timelines. This gives students a more active part in their planning, more ownership over that plan and a better understanding of what is needed to meet with success. All staff are able to access the plans via a school developed excel sheet which enables better support for each student.

We have seen an uptake in the numbers of students served in a year for all of the EIPS campuses

School	Year end Enrolments	Versus	Sept 30
Continuing Education	171		100
Sherwood Park Jr/Sr	598		230
Home Education	61		37
Centre for Ed. Alt.	30		15
Fort Sask Outreach	466		234
Vegreville	52		32
total	1378 actual students going through taking one or more courses		vs the 648 count on SEPT 30.....

plus another 1000 students in the summer doing credit courses		
Total =2378+ students in a year		

We take in many of our students after the September 30 due date for Alberta Education. There are many reasons for this, one being that students who appear to late in the semester for a regular school are referred to Next Step, secondly students that have been asked to leave their home base school due to attendance or other behavior issues and lastly students who want to come to Next Step as they prefer our style of learning.

This does create a bit of a complication as the September 30 student count does not accurately reflect the number of students that Next Step serves on our community.

One of the challenges we face is the intake of students that occurs. Each student needs to be met with, have prerequisites and course work planned so that it aligns with their post-secondary or work-related aspirations. We utilize our success coaches as much as possible during this process. There are difficulties at times when students with SPED codes come or when we think a student needs to have a SPED code, due to not having a counsellor to supervise this process.

We have removed the “career counselling” component of the advisor role. This component while traditionally has been part of a counsellor role is now part of the Assistant Principal role at SPO and the Principals role at FSO and VGO. We have seen a significant increase in young people looking to upgrade through our sites. While for some Continuing Education is an option, it does not work for all the students. We are seeing a lack of career planning for many of these students who find themselves coming to Next Step for advice.

The timetabling and scheduling components have been moved to the Principal and Assistant Principal. It is hoped that this move will free up teachers to focus on teaching and the Assistant Principal (AP), especially at Sherwood Park Outreach (SPO) can support the students and staff on getting courses completed. We had more course completions at SPO and FSO last year due to in part the teachers' focus on course completions. All of the administrative staff has worked hard with the teaching staff to increase course completions, diploma writings and high school completion in general. Every student who is a 12R who takes one course or more to graduate, improves the high school completion statistics for the school the student is originally from. Every shared student that takes a course with Next Step owes part of their High School graduation to Next Step and their hard-working staff.

We are accepting more shared students from other EIPS high schools. The numbers were down considerably last year in Sherwood Park. In consultation with our “standard/traditional” high school partners we have streamlined the process for their students to access Next Step. After an email has been sent to the Next Step Principal/AP, the student meets with the Next Step teacher for simpler course starts. Higher risk students meet with the Principal/AP, who consults with the home school administrators and counsellors. We have increased our number of shared students significantly from the previous year at the SPO and FSO sites partly due to the quicker process. This has helped to

support our district high schools if students need to take courses they cannot offer, if there are challenges in the timetable or health issues causing the student to take one or more courses at Next Step. We have developed a great relationship with each high school in offering options that we cannot. For example, both Fort High and Salisbury Composite allow Next Step students take options such as mechanics/welding/cosmetology/drama as we cannot offer them to our students.

This has created a model that is in the best interest of the student and enables quick, effective communication between all parties affected. We are working with Learning Technology to do an online or electronic transfer of records. The online process that was put in place for all other EIPS schools did not include the Outreach. We are working to rectify that situation.

We continue to work with parents, administrators and counsellors at the junior highs in the division to provide an alternative setting for those students who struggle to attend a standard/traditional school because of behavioral, emotional or mental health challenges; especially the mid-year students we accept at Sherwood Park, Vegreville and Fort Saskatchewan.

We are anticipating an even larger number of 12R students who come back to the outreach or to the night school to upgrade. This rise in numbers will be due to the expected increase in the post-secondary requirements as the number of seats dwindle due to the post-secondary changes in budget. More students at high school will require a higher GPA from their high school courses to get in. 12R's depending on their diploma results from their first school will take on the teacher portion of the course over, the diploma over or do the entire course and diploma over. Alberta Education will always tabulate the students final grade based on the two highest grades for the class and the diploma on the student's transcript. We will continue to support the success of students throughout the division through Diploma 30-level Night School classroom instruction courses in our Continuing Education School.

The lease at the SPO site is due this year and with the increase in student demand for our programming we will continue to advocate for a larger facility for Sherwood Park Outreach, which fits the needs of our diverse and growing population both at the High School and Junior High level.

SECTION FOUR: School Goals, Strategies and Performance Measures

School Goal 1: All students engage in their learning.

Division Outcome: More students are engaged in school, achieve excellence, and are supported in their transition beyond high school.

Strategies:

1. Differentiate learning experiences in multi-modal formats including individual support, on-line Moodle, flipped classroom, blended learning, project-based learning, peer collaboration and school activities.
2. Create new courses and enhance existing courses.
3. Implement focus on work completion not attendance focus so students can be in a flexible school environment based on their own needs.
4. Ask for student feedback via student voice groups

5. Meet with all students to plan out transition after high school.

Performance Measures: Increase success in the following measures during the 2018-19 school year.

1. Diploma and Achievement test scores.
2. Accountability Pillar: Active Citizenship and Work Preparation.
3. Percentage of enrolled students who successfully complete the course.
4. Participation in the new Student Leadership course.
5. Participation in Skills Alberta and other occupation-based field trips

School Goal 2: All students build trusting and healthy relationships in their school and community.

Division Outcome: Our learning and working environments are welcoming, caring, respectful and safe.

Strategies

1. Support and develop the student advisor program to ensure a welcoming environment and strengthen communication between school and home.
2. Continue in our attempt to build School Councils at each site while continuing to invite community partners and parents to be involved in a wide array of support, celebration, learning and information events.
3. Provide formal and informal opportunities for students to develop healthy peer relationships (e.g. field trips, physical education, and clubs).
4. Meet and work with the United Way program to make more community-based programming accessible to our students, both in and out of the school arena.

Performance Measures: Maintain or increase success in measures 1 and 2 below during the 2018-2019 school year.

1. Accountability Pillar - Safe and Caring, Citizenship, Parental Involvement.
2. Establish School Councils at each of our three school sites.
3. Number of students taking advantage of community programming increases

School Goal 3: All students will demonstrate an improvement in their literacy and numeracy

Division Outcome: The division uses evidence-based practices to improve student engagement and achievement.

Strategies

1. Identify students who are below grade level in literacy using the STAR reading assessment tool and Math Intervention Programming Instrument (MIPI) numeracy assessment tool. For students who we know will test low on the MIPI we are implementing the use of the MATHLETICS test. We are finding this is less intimidating to our students and gives teachers a better baseline of the students' actual numeracy level than the MIPI testing.
2. Develop and improve courses and curricular materials that support literacy in all subject areas. For example, we will expand our Content Literacy 15, 25 and 35 courses to provide enhanced support to students who are struggling with the terminology and specialized language in different subjects.
3. For our English as a Second Language [ESL] students we have acquired the Locally Developed Course for ESL 10, 20 and 30 from Alberta Education and will implement them at Fort Saskatchewan so we receive appropriate funding for our work in that area.

4. Engage with system supports and community organizations that support the development of literacy.
5. Implement the use of Mathletics with struggling numeracy students.
6. Hire an educational assistant that has a numeracy and literacy background to support students' learning.

Performance Measures: Maintain or increase success in the measures below during the 2018-2019 school year.

1. Diploma and Provincial Achievement Test data.
2. Increase the number of students that have completed a literacy or numeracy assessment.
3. Qualitative measures of students self-reporting success in practical literacy, staff notation of improvement and all students improve by one year in STAR data.
4. Increase in number of students engaged in Reading and Avid Readers courses.
5. Percentage of enrolled students who successfully complete the course.

SECTION FIVE: Summary of Performance Measures

SPO – Sherwood Park Outreach

FSO – Fort Saskatchewan Outreach

VJO – Vegreville Outreach

Diploma Examination Results – Measure Details

		Diploma Exam Course by Course Results by Students Writing.											
		Results (in percentages)											Target
		2015		2016		2017		2018		2019		2020	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	SPO	85.4	4.2	89.1	1.8	89.3	3.6	84.0	8.0	90.0	5.0		
	EIPS	91.9	11.6	92.6	11.0	92.3	13.1	90.4	15.2	93.8	15.4		
	Province	86.5	11.4	86.8	10.7	86.5	11.7	87.5	13.2	86.8	12.3		
English Lang Arts 30-2	SPO	90.6	6.3	90.0	25.0	88.4	7.0	92.3	26.9	100.0	33.3		
	EIPS	95.2	13.0	95.1	18.9	94.6	14.8	94.3	14.0	91.2	12.1		
	Province	88.6	11.2	89.1	12.3	89.5	11.4	88.0	13.1	87.1	12.1		
Mathematics 30-1	SPO	78.4	13.5	56.7	6.7	42.1	15.8	60.0	10.0	55.6	0.0		
	EIPS	78.7	28.2	69.2	19.4	74.0	30.0	75.9	30.3	76.5	24.7		
	Province	76.1	31.6	70.7	25.9	73.1	30.7	77.8	35.3	77.8	35.1		
Mathematics 30-2	SPO	65.5	31.0	78.3	8.7	90.0	45.0	80.0	20.0	92.3	61.5		
	EIPS	82.1	15.8	76.9	16.2	78.0	17.7	77.7	17.0	78.3	17.6		
	Province	73.9	15.5	75.4	16.8	74.7	15.9	74.2	16.4	76.5	16.8		
Social Studies 30-1	SPO	75.0	8.3	82.8	6.9	76.7	6.7	78.6	7.1	90.0	19.0		
	EIPS	90.3	16.1	89.5	13.9	85.4	14.2	85.8	14.8	84.9	11.7		
	Province	87.1	16.2	84.9	14.3	86.0	14.8	86.2	17.7	86.6	17.0		
Social Studies 30-2	SPO	80.0	8.6	83.3	5.6	76.9	3.8	70.8	16.7	87.9	12.1		
	EIPS	87.9	10.1	83.8	8.4	86.5	8.4	81.6	8.4	78.8	8.3		
	Province	81.3	12.5	81.1	13.1	80.6	12.6	78.8	12.2	77.8	12.2		
Biology 30	SPO	73.2	19.5	64.0	12.0	61.1	19.4	75.0	12.5	68.8	12.5		
	EIPS	88.0	35.0	85.6	30.5	85.8	33.5	90.9	33.9	86.0	34.1		
	Province	85.8	33.0	85.1	32.4	84.2	32.3	86.6	36.6	83.9	35.5		

Chemistry 30	SPO	79.2	20.8	78.3	21.7	79.2	29.2	100.0	0.0	100.0	37.5		
	EIPS	81.1	27.3	82.2	29.6	82.9	41.0	81.9	32.0	82.3	31.3		
	Province	82.1	34.2	81.5	34.5	83.1	38.6	83.6	38.3	85.7	42.5		
Physics 30	SPO	82.4	29.4	73.7	21.1	81.3	31.3	100.0	33.3	66.7	16.7		
	EIPS	86.3	31.5	84.4	32.5	87.7	44.5	84.4	41.5	86.4	32.0		
	Province	83.9	35.8	85.8	39.8	85.7	41.8	86.2	43.6	87.5	43.5		
Science 30	SPO	96.4	35.7	90.9	27.3	78.9	21.1	66.7	44.4	87.5	50.0		
	EIPS	91.1	22.6	84.6	25.7	83.4	26.1	87.1	31.3	91.3	40.4		
	Province	83.9	26.6	84.4	27.6	84.9	28.4	85.4	31.5	85.7	31.2		

		PAT Course by Course Results by Number Enrolled.											
		Results (in percentages)										Target	
		2015		2016		2017		2018		2019		2020	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 9	SPO	53.3	0.0	100.0	10.0	87.5	18.8	87.5	6.3	62.5	12.5		
	EIPS	85.7	17.9	84.5	18.9	86.1	17.6	85.6	18.0	83.0	17.3		
	Province	75.6	14.4	77.0	15.2	76.8	14.9	76.1	14.7	75.1	14.7		
Mathematics 9	SPO	33.3	13.3	60.0	10.0	75.0	0.0	37.5	12.5	12.5	12.5		
	EIPS	74.2	19.9	75.0	18.1	77.5	19.4	69.3	19.4	69.9	24.4		
	Province	65.3	17.9	67.8	17.5	67.2	19.0	59.2	15.0	60.0	19.0		
Science 9	SPO	66.7	0.0	80.0	10.0	62.5	0.0	75.0	12.5	75.0	12.5		
	EIPS	84.5	29.3	82.1	28.0	82.4	26.0	83.8	26.8	84.7	33.1		
	Province	74.1	22.8	74.2	22.4	74.0	21.4	75.7	24.4	75.2	26.4		
Social Studies 9	SPO	46.7	6.7	80.0	30.0	81.3	25.0	87.5	31.3	62.5	12.5		
	EIPS	76.1	25.4	72.7	21.8	76.4	24.7	76.5	25.9	77.5	26.9		
	Province	65.1	19.8	64.7	18.0	67.0	20.2	66.7	21.5	68.7	20.6		

"A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

		Diploma Exam Course by Course Results by Students Writing.											
		Results (in percentages)										Target	
		2015		2016		2017		2018		2019		2020	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	FSO	45.5	0.0	66.7	12.5	76.5	0.0	77.8	0.0	87.5	0.0		
	EIPS	91.9	11.6	92.6	11.0	92.3	13.1	90.4	15.2	93.8	15.4		
	Province	86.5	11.4	86.8	10.7	86.5	11.7	87.5	13.2	86.8	12.3		
English Lang Arts 30-2	FSO	66.7	0.0	90.5	14.3	88.9	0.0	95.0	0.0	84.2	5.3		
	EIPS	95.2	13.0	95.1	18.9	94.6	14.8	94.3	14.0	91.2	12.1		
	Province	88.6	11.2	89.1	12.3	89.5	11.4	88.0	13.1	87.1	12.1		
French Lang Arts 30-1	FSO	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	EIPS	100.0	4.8	100.0	7.7	100.0	4.0	94.6	5.4	90.9	6.1		
	Province	95.5	9.9	93.8	8.7	94.7	9.4	93.8	11.0	91.5	10.1		
Français 30-1	FSO	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	EIPS	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	95.3	17.1	99.3	20.3	98.1	18.6	97.4	23.0	98.6	29.5		
Mathematics 30-1	FSO	*	*	42.9	0.0	*	*	*	*	*	*		
	EIPS	78.7	28.2	69.2	19.4	74.0	30.0	75.9	30.3	76.5	24.7		
	Province	76.1	31.6	70.7	25.9	73.1	30.7	77.8	35.3	77.8	35.1		

Mathematics 30-2	FSO	66.7	16.7	88.9	22.2	55.6	22.2	100.0	0.0	66.7	16.7		
	EIPS	82.1	15.8	76.9	16.2	78.0	17.7	77.7	17.0	78.3	17.6		
	Province	73.9	15.5	75.4	16.8	74.7	15.9	74.2	16.4	76.5	16.8		
Social Studies 30-1	FSO	33.3	0.0	*	*	50.0	0.0	*	*	78.6	0.0		
	EIPS	90.3	16.1	89.5	13.9	85.4	14.2	85.8	14.8	84.9	11.7		
	Province	87.1	16.2	84.9	14.3	86.0	14.8	86.2	17.7	86.6	17.0		
Social Studies 30-2	FSO	60.0	10.0	77.3	4.5	81.8	0.0	83.3	0.0	56.5	0.0		
	EIPS	87.9	10.1	83.8	8.4	86.5	8.4	81.6	8.4	78.8	8.3		
	Province	81.3	12.5	81.1	13.1	80.6	12.6	78.8	12.2	77.8	12.2		
Biology 30	FSO	100.0	16.7	73.3	13.3	83.3	0.0	100.0	33.3	69.2	23.1		
	EIPS	88.0	35.0	85.6	30.5	85.8	33.5	90.9	33.9	86.0	34.1		
	Province	85.8	33.0	85.1	32.4	84.2	32.3	86.6	36.6	83.9	35.5		
Chemistry 30	FSO	*	*	70.0	20.0	*	*	*	*	62.5	12.5		
	EIPS	81.1	27.3	82.2	29.6	82.9	41.0	81.9	32.0	82.3	31.3		
	Province	82.1	34.2	81.5	34.5	83.1	38.6	83.6	38.3	85.7	42.5		
Physics 30	FSO	*	*	*	*	*	*	*	*	n/a	n/a		
	EIPS	86.3	31.5	84.4	32.5	87.7	44.5	84.4	41.5	86.4	32.0		
	Province	83.9	35.8	85.8	39.8	85.7	41.8	86.2	43.6	87.5	43.5		
Science 30	FSO	*	*	100.0	28.6	90.9	36.4	*	*	83.3	25.0		
	EIPS	91.1	22.6	84.6	25.7	83.4	26.1	87.1	31.3	93.1	40.4		
	Province	83.9	26.6	84.4	27.6	84.9	28.4	85.4	31.5	85.7	31.2		

		Diploma Exam Course by Course Results by Students Writing.											
		Results (in percentages)										Target	
		2015		2016		2017		2018		2019		2020	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	VJO	*	*	*	*	*	*	100.0	0.0	*	*		
	EIPS	91.9	11.6	92.6	11.0	92.3	13.1	90.4	15.2	93.8	15.4		
	Province	86.5	11.4	86.8	10.7	86.5	11.7	87.5	13.2	86.8	12.3		
English Lang Arts 30-2	VJO	*	*	*	*	*	*	*	*	*	*		
	EIPS	95.2	13.0	95.1	18.9	94.6	14.8	94.3	14.0	91.2	12.1		
	Province	88.6	11.2	89.1	12.3	89.5	11.4	88.0	13.1	87.1	12.1		
Mathematics 30-1	VJO	n/a	n/a	n/a	n/a	*	*	*	*	n/a	n/a		
	EIPS	78.7	28.2	69.2	19.4	74.0	30.0	75.9	30.3	76.5	24.7		
	Province	76.1	31.6	70.7	25.9	73.1	30.7	77.8	35.3	77.8	35.1		
Mathematics 30-2	VJO	n/a	n/a	n/a	n/a	n/a	n/a	*	*	n/a	n/a		
	EIPS	82.1	15.8	76.9	16.2	78.0	17.7	77.7	17.0	78.3	17.6		
	Province	73.9	15.5	75.4	16.8	74.7	15.9	74.2	16.4	76.5	16.8		
Social Studies 30-1	VJO	*	*	*	*	*	*	*	*	n/a	n/a		
	EIPS	90.3	16.1	89.5	13.9	85.4	14.2	85.8	14.8	84.9	11.7		
	Province	87.1	16.2	84.9	14.3	86.0	14.8	86.2	17.7	86.6	17.0		
Social Studies 30-2	VJO	*	*	*	*	*	*	*	*	*	*		
	EIPS	87.9	10.1	83.8	8.4	86.5	8.4	81.6	8.4	78.8	8.3		
	Province	81.3	12.5	81.1	13.1	80.6	12.6	78.8	12.2	77.8	12.2		

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.															
	SPO					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
3 Year Completion	21.6	34.5	29.3	44.9	47.8	79.8	82.1	81.2	84.6	83.3	76.5	76.5	78.0	78.0	79.1
4 Year Completion	33.9	44.0	53.4	45.6	54.7	86.4	84.8	86.8	86.5	88.9	79.9	81.0	81.2	82.6	82.7
5 Year Completion	48.6	38.6	54.4	61.1	49.9	86.3	87.8	86.8	88.5	88.1	82.0	82.1	83.2	83.4	84.8

Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2019
School: 3307 Sherwood Park Next Step I Outreach School

Measure Category	Measure	Sherwood Park Next Step I			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	95.7	97.5	95.2	89.0	89.0	89.3	Very High	Maintained	Excellent
	Program of Studies	78.2	94.9	91.7	82.2	81.8	81.9	Intermediate	Declined	Issue
Student Learning Opportunities	Education Quality	92.4	95.1	94.9	90.2	90.0	90.1	Very High	Maintained	Excellent
	Drop Out Rate	10.3	6.7	7.1	2.6	2.3	2.9	Very Low	Declined	Concern
	High School Completion Rate (3 yr)	47.8	44.9	36.2	79.1	78.0	77.5	Very Low	Maintained	Concern
Student Learning Achievement (Grades K-9)	PAT: Acceptable	47.2	71.9	76.1	73.8	73.6	73.6	Very Low	Declined	Concern
	PAT: Excellence	11.1	15.6	13.9	20.6	19.9	19.6	Low	Maintained	Issue
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	86.4	80.4	79.2	83.6	83.7	83.1	High	Improved	Good
	Diploma: Excellence	21.8	17.5	14.9	24.0	24.2	22.5	High	Improved	Good
	Diploma Exam Participation Rate (4+ Exams)	21.7	8.2	12.0	56.3	55.7	55.1	Very Low	Maintained	Concern
	Rutherford Scholarship Eligibility Rate	45.9	51.5	53.0	64.8	63.4	62.2	Very Low	Declined	Concern
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	31.6	17.1	16.5	59.0	58.7	58.7	Very Low	Improved	Issue
	Work Preparation	91.7	100.0	100.0	83.0	82.4	82.6	Very High	Maintained	Excellent
	Citizenship	96.2	96.0	92.5	82.9	83.0	83.5	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	71.2	100.0	100.0	81.3	81.2	81.1	Low	Declined	Issue
Continuous Improvement	School Improvement	82.1	93.9	93.3	81.0	80.3	81.0	Very High	Declined	Good

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.															
	FSO					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
3 Year Completion	26.3	42.4	34.5	26.0	32.5	79.8	82.1	81.2	84.6	83.3	76.5	76.5	78.0	78.0	79.1
4 Year Completion	31.1	31.9	48.9	38.9	32.7	86.4	84.8	86.8	86.5	88.9	79.9	81.0	81.2	82.6	82.7
5 Year Completion	42.5	38.1	56.2	55.4	46.3	86.3	87.8	86.8	88.5	88.1	82.0	82.1	83.2	83.4	84.8

Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2019
School: 0310 Fort Saskatchewan Next Step II Outreach School

Measure Category	Measure	Ft. Sask. Next Step II			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	100.0	100.0	96.1	89.0	89.0	89.3	Very High	Maintained	Excellent
	Program of Studies	89.6	95.8	74.7	82.2	81.8	81.9	Very High	Maintained	Excellent
Student Learning Opportunities	Education Quality	97.2	100.0	91.5	90.2	90.0	90.1	Very High	Maintained	Excellent
	Drop Out Rate	8.0	10.6	10.1	2.6	2.3	2.9	Low	Maintained	Issue
	High School Completion Rate (3 yr)	32.5	26.0	34.3	79.1	78.0	77.5	Very Low	Maintained	Concern
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	n/a	n/a	73.8	73.6	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	20.6	19.9	19.6	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	72.4	90.3	80.9	83.6	83.7	83.1	Low	Declined	Issue
	Diploma: Excellence	8.6	11.1	10.9	24.0	24.2	22.5	Very Low	Maintained	Concern
	Diploma Exam Participation Rate (4+ Exams)	0.0	0.0	6.3	56.3	55.7	55.1	Very Low	Maintained	Concern
	Rutherford Scholarship Eligibility Rate	39.6	47.0	39.9	64.8	63.4	62.2	Very Low	Maintained	Concern
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	5.1	9.3	10.9	59.0	58.7	58.7	Very Low	Maintained	Concern
	Work Preparation	100.0	100.0	100.0	83.0	82.4	82.6	Very High	Maintained	Excellent
	Citizenship	96.7	93.3	87.1	82.9	83.0	83.5	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	96.7	100.0	100.0	81.3	81.2	81.1	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	100.0	100.0	93.0	81.0	80.3	81.0	Very High	Maintained	Excellent

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.															
	VJO					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
3 Year Completion	8.7	11.8	0.0	50.0	16.7	79.8	82.1	81.2	84.6	83.3	76.5	76.5	78.0	78.0	79.1
4 Year Completion	*	15.0	14.1	0.0	58.6	86.4	84.8	86.8	86.5	88.9	79.9	81.0	81.2	82.6	82.7
5 Year Completion	40.6	*	14.8	29.0	14.8	86.3	87.8	86.8	88.5	88.1	82.0	82.1	83.2	83.4	84.8

Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2019
School: 0401 Vegreville Next Step III Outreach School

Measure Category	Measure	Vegreville Next Step III			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	83.3	n/a	91.4	89.0	89.0	89.3	Intermediate	Maintained	Acceptable
	Program of Studies	56.5	n/a	75.3	82.2	81.8	81.9	Very Low	Maintained	Concern
Student Learning Opportunities	Education Quality	75.0	n/a	85.9	90.2	90.0	90.1	Very Low	Maintained	Concern
	Drop Out Rate	21.6	11.3	19.3	2.6	2.3	2.9	Very Low	Maintained	Concern
	High School Completion Rate (3 yr)	16.7	50.0	20.6	79.1	78.0	77.5	Very Low	Maintained	Concern
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	n/a	n/a	73.8	73.6	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	n/a	20.6	19.9	19.6	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	*	81.3	90.6	83.6	83.7	83.1	*	*	*
	Diploma: Excellence	*	12.5	22.9	24.0	24.2	22.5	*	*	*
	Diploma Exam Participation Rate (4+ Exams)	0.0	16.7	5.6	56.3	55.7	55.1	Very Low	Maintained	Concern
	Rutherford Scholarship Eligibility Rate	43.8	29.2	26.7	64.8	63.4	62.2	Very Low	Improved	Issue
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	13.4	0.0	6.7	59.0	58.7	58.7	Very Low	Maintained	Concern
	Work Preparation	n/a	n/a	n/a	83.0	82.4	82.6	n/a	n/a	n/a
	Citizenship	86.7	n/a	89.6	82.9	83.0	83.5	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	n/a	n/a	n/a	81.3	81.2	81.1	n/a	n/a	n/a
Continuous Improvement	School Improvement	100.0	n/a	93.8	81.0	80.3	81.0	Very High	Maintained	Excellent

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.															
	SPO					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
4 Year Rate	9.4	10.2	19.1	3.3	11.3	39.1	35.1	39.0	39.4	39.2	38.3	37.0	37.0	39.3	40.1
6 Year Rate	26.3	20.4	12.0	17.1	31.6	62.4	63.0	63.2	60.5	62.6	59.7	59.4	57.9	58.7	59.0

High school to post-secondary transition rate of students within four and six years of entering Grade 10.															
	FSO					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
4 Year Rate	6.2	0.0	0.0	0.0	0.0	39.1	35.1	39.0	39.4	39.2	38.3	37.0	37.0	39.3	40.1
6 Year Rate	20.6	12.1	11.2	9.3	5.1	62.4	63.0	63.2	60.5	62.6	59.7	59.4	57.9	58.7	59.0

High school to post-secondary transition rate of students within four and six years of entering Grade 10.															
	VJO					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
4 Year Rate	*	0.0	0.0	0.0	22.4	39.1	35.1	39.0	39.4	39.2	38.3	37.0	37.0	39.3	40.1
6 Year Rate	0.0	13.4	*	0.0	13.4	62.4	63.0	63.2	60.5	62.6	59.7	59.4	57.9	58.7	59.0

Rutherford Eligibility Rate – Measure Details

Percentage of Grade 12 students eligible for a Rutherford Scholarship.															
	SPO					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Rutherford Scholarship Eligibility Rate	n/a	59.0	48.6	51.5	45.9	n/a	62.3	60.8	62.5	64.7	n/a	60.8	62.3	63.4	64.8

Percentage of Grade 12 students eligible for a Rutherford Scholarship.															
	FSO					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Rutherford Scholarship Eligibility Rate	n/a	32.6	40.0	47.0	39.6	n/a	62.3	60.8	62.5	64.7	n/a	60.8	62.3	63.4	64.8

Percentage of Grade 12 students eligible for a Rutherford Scholarship.															
	VJO					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Rutherford Scholarship Eligibility Rate	n/a	22.2	28.6	29.2	43.8	n/a	62.3	60.8	62.5	64.7	n/a	60.8	62.3	63.4	64.8

Diploma Examination Participation Rate – Measure Details

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

	SPO					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
% Writing 0 Exams	49.7	46.4	60.9	38.7	47.8	12.1	9.6	11.6	9.6	9.3	15.7	15.7	15.0	14.8	14.2
% Writing 1+ Exams	50.3	53.6	39.1	61.3	52.2	87.9	90.4	88.4	90.4	90.7	84.3	84.3	85.0	85.2	85.8
% Writing 2+ Exams	43.1	42.1	26.1	49.0	47.8	85.9	87.4	85.8	88.3	87.9	81.4	81.2	82.0	82.3	83.0
% Writing 3+ Exams	10.8	23.0	19.5	16.3	26.1	67.7	69.3	67.5	68.9	68.8	65.0	64.7	65.2	66.1	66.8
% Writing 4+ Exams	10.8	11.5	16.3	8.2	21.7	56.4	58.3	55.7	56.4	58.1	54.4	54.6	54.9	55.7	56.3
% Writing 5+ Exams	7.2	11.5	6.5	0.0	8.7	36.8	38.8	36.1	36.9	39.1	36.3	37.1	37.5	37.8	38.7
% Writing 6+ Exams	7.2	3.8	0.0	0.0	4.3	10.9	12.1	14.0	16.1	14.5	13.1	13.8	13.6	13.9	14.2

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

	FSO					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
% Writing 0 Exams	64.9	45.4	51.7	54.4	51.3	12.1	9.6	11.6	9.6	9.3	15.7	15.7	15.0	14.8	14.2
% Writing 1+ Exams	35.1	54.6	48.3	45.6	48.7	87.9	90.4	88.4	90.4	90.7	84.3	84.3	85.0	85.2	85.8

% Writing 2+ Exams	26.3	48.5	34.5	32.6	32.5	85.9	87.4	85.8	88.3	87.9	81.4	81.2	82.0	82.3	83.0
% Writing 3+ Exams	0.0	12.1	13.8	0.0	0.0	67.7	69.3	67.5	68.9	68.8	65.0	64.7	65.2	66.1	66.8
% Writing 4+ Exams	0.0	12.1	6.9	0.0	0.0	56.4	58.3	55.7	56.4	58.1	54.4	54.6	54.9	55.7	56.3
% Writing 5+ Exams	0.0	6.1	6.9	0.0	0.0	36.8	38.8	36.1	36.9	39.1	36.3	37.1	37.5	37.8	38.7
% Writing 6+ Exams	0.0	0.0	0.0	0.0	0.0	10.9	12.1	14.0	16.1	14.5	13.1	13.8	13.6	13.9	14.2

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

	VJO					EIPS					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
% Writing 0 Exams	82.6	88.2	88.9	66.7	83.3	12.1	9.6	11.6	9.6	9.3	15.7	15.7	15.0	14.8	14.2
% Writing 1+ Exams	17.4	11.8	11.1	33.3	16.7	87.9	90.4	88.4	90.4	90.7	84.3	84.3	85.0	85.2	85.8
% Writing 2+ Exams	8.7	11.8	11.1	33.3	16.7	85.9	87.4	85.8	88.3	87.9	81.4	81.2	82.0	82.3	83.0
% Writing 3+ Exams	0.0	0.0	0.0	16.7	0.0	67.7	69.3	67.5	68.9	68.8	65.0	64.7	65.2	66.1	66.8
% Writing 4+ Exams	0.0	0.0	0.0	16.7	0.0	56.4	58.3	55.7	56.4	58.1	54.4	54.6	54.9	55.7	56.3
% Writing 5+ Exams	0.0	0.0	0.0	16.7	0.0	36.8	38.8	36.1	36.9	39.1	36.3	37.1	37.5	37.8	38.7
% Writing 6+ Exams	0.0	0.0	0.0	0.0	0.0	10.9	12.1	14.0	16.1	14.5	13.1	13.8	13.6	13.9	14.2

Student Engagement Measures

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.

	SPO					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	96.0	92.9	95.1	97.5	95.7	88.0	87.7	88.1	88.1	88.2	89.2	89.5	89.5	89.0	89.0
Teacher	98.1	100.0	95.0	96.3	93.3	95.6	94.8	95.1	95.8	94.6	95.4	95.4	95.3	95.0	95.1
Parent	*	*	*	*	*	87.7	87.4	87.3	86.9	87.1	89.3	89.8	89.9	89.4	89.7
Student	93.9	85.7	95.3	98.8	98.0	80.7	81.0	81.8	81.6	82.9	83.0	83.4	83.3	82.5	82.3

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.

	FSO					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	96.8	94.7	93.5	100.0	100.0	88.0	87.7	88.1	88.1	88.2	89.2	89.5	89.5	89.0	89.0
Teacher	*	*	*	100.0	100.0	95.6	94.8	95.1	95.8	94.6	95.4	95.4	95.3	95.0	95.1
Parent	*	*	n/a	*	n/a	87.7	87.4	87.3	86.9	87.1	89.3	89.8	89.9	89.4	89.7
Student	96.8	94.7	93.5	n/a	n/a	80.7	81.0	81.8	81.6	82.9	83.0	83.4	83.3	82.5	82.3

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.

	VJO					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	90.9	97.3	85.5	n/a	83.3	88.0	87.7	88.1	88.1	88.2	89.2	89.5	89.5	89.0	89.0
Teacher	*	*	*	*	*	95.6	94.8	95.1	95.8	94.6	95.4	95.4	95.3	95.0	95.1
Parent	*	n/a	*	n/a	n/a	87.7	87.4	87.3	86.9	87.1	89.3	89.8	89.9	89.4	89.7
Student	90.9	97.3	85.5	n/a	83.3	80.7	81.0	81.8	81.6	82.9	83.0	83.4	83.3	82.5	82.3

Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	SPO					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	90.8	87.3	94.3	96.0	96.2	79.8	79.8	80.1	80.5	80.0	83.5	83.9	83.7	83.0	82.9
Teacher	96.2	100.0	100.0	98.2	98.3	94.1	94.1	94.1	94.1	93.0	94.2	94.5	94.0	93.4	93.2
Parent	*	*	*	*	*	76.5	75.0	75.4	75.4	75.1	82.1	82.9	82.7	81.7	81.9
Student	85.4	74.7	88.7	93.8	94.0	68.8	70.3	70.6	72.0	71.7	74.2	74.5	74.4	73.9	73.5

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	FSO					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	91.8	85.3	82.6	93.3	96.7	79.8	79.8	80.1	80.5	80.0	83.5	83.9	83.7	83.0	82.9
Teacher	*	*	*	93.3	96.7	94.1	94.1	94.1	94.1	93.0	94.2	94.5	94.0	93.4	93.2
Parent	*	*	n/a	*	n/a	76.5	75.0	75.4	75.4	75.1	82.1	82.9	82.7	81.7	81.9
Student	91.8	85.3	82.6	n/a	n/a	68.8	70.3	70.6	72.0	71.7	74.2	74.5	74.4	73.9	73.5

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	VJO					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	72.7	92.0	87.3	n/a	86.7	79.8	79.8	80.1	80.5	80.0	83.5	83.9	83.7	83.0	82.9
Teacher	*	*	*	*	*	94.1	94.1	94.1	94.1	93.0	94.2	94.5	94.0	93.4	93.2
Parent	*	n/a	*	n/a	n/a	76.5	75.0	75.4	75.4	75.1	82.1	82.9	82.7	81.7	81.9
Student	72.7	92.0	87.3	n/a	86.7	68.8	70.3	70.6	72.0	71.7	74.2	74.5	74.4	73.9	73.5

Work Preparation

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.															
	SPO					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	100.0	100.0	100.0	100.0	91.7	79.0	77.8	79.0	77.8	80.7	82.0	82.6	82.7	82.4	83.0
Teacher	100.0	100.0	100.0	100.0	91.7	89.8	89.0	90.7	89.4	89.4	89.7	90.5	90.4	90.3	90.8
Parent	*	*	*	*	*	68.1	66.6	67.3	66.2	72.1	74.2	74.8	75.1	74.6	75.2

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.															
	FSO					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	n/a	n/a	n/a	100.0	100.0	79.0	77.8	79.0	77.8	80.7	82.0	82.6	82.7	82.4	83.0
Teacher	*	*	*	100.0	100.0	89.8	89.0	90.7	89.4	89.4	89.7	90.5	90.4	90.3	90.8
Parent	*	*	n/a	*	n/a	68.1	66.6	67.3	66.2	72.1	74.2	74.8	75.1	74.6	75.2

Due to the low number of Vegreville outreach teacher and parent respondents, no data is available.

Overall School Culture Performance Measures

Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	SPO					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019

Overall	94.4	93.2	96.6	95.1	92.4	88.5	88.5	89.3	88.9	89.9	89.5	90.1	90.1	90.0	90.2
Teacher	100.0	100.0	100.0	95.5	93.2	96.3	95.9	96.4	96.2	96.4	95.9	96.0	95.9	95.8	96.1
Parent	*	*	*	*	*	84.5	84.1	85.7	83.6	85.7	85.4	86.1	86.4	86.0	86.4
Student	88.7	86.3	93.1	94.7	91.7	84.6	85.4	85.8	86.8	87.6	87.4	88.0	88.1	88.2	88.1

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

	FSO					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	95.9	91.6	82.9	100.0	97.2	88.5	88.5	89.3	88.9	89.9	89.5	90.1	90.1	90.0	90.2
Teacher	*	*	*	100.0	97.2	96.3	95.9	96.4	96.2	96.4	95.9	96.0	95.9	95.8	96.1
Parent	*	*	n/a	*	n/a	84.5	84.1	85.7	83.6	85.7	85.4	86.1	86.4	86.0	86.4
Student	95.9	91.6	82.9	n/a	n/a	84.6	85.4	85.8	86.8	87.6	87.4	88.0	88.1	88.2	88.1

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

	VJO					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	87.9	88.8	83.1	n/a	75.0	88.5	88.5	89.3	88.9	89.9	89.5	90.1	90.1	90.0	90.2
Teacher	*	*	*	*	*	96.3	95.9	96.4	96.2	96.4	95.9	96.0	95.9	95.8	96.1
Parent	*	n/a	*	n/a	n/a	84.5	84.1	85.7	83.6	85.7	85.4	86.1	86.4	86.0	86.4
Student	87.9	88.8	83.1	n/a	75.0	84.6	85.4	85.8	86.8	87.6	87.4	88.0	88.1	88.2	88.1

Program of Studies

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.

	SPO					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	87.6	88.6	91.6	94.9	78.2	82.8	83.4	83.3	82.7	82.9	81.3	81.9	81.9	81.8	82.2
Teacher	93.2	100.0	91.4	93.0	80.2	91.2	91.0	90.4	90.0	90.7	87.2	88.1	88.0	88.4	89.1
Parent	*	*	*	*	*	79.8	81.0	80.0	79.0	78.4	79.9	80.1	80.1	79.9	80.1
Student	82.1	77.2	91.8	96.9	76.1	77.6	78.3	79.5	79.2	79.6	76.9	77.5	77.7	77.2	77.4

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.

	FSO					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	92.9	68.9	59.3	95.8	89.6	82.8	83.4	83.3	82.7	82.9	81.3	81.9	81.9	81.8	82.2
Teacher	*	*	*	95.8	89.6	91.2	91.0	90.4	90.0	90.7	87.2	88.1	88.0	88.4	89.1
Parent	*	*	n/a	*	n/a	79.8	81.0	80.0	79.0	78.4	79.9	80.1	80.1	79.9	80.1
Student	92.9	68.9	59.3	n/a	n/a	77.6	78.3	79.5	79.2	79.6	76.9	77.5	77.7	77.2	77.4

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.

	VJO					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	68.2	82.4	68.2	n/a	56.5	82.8	83.4	83.3	82.7	82.9	81.3	81.9	81.9	81.8	82.2
Teacher	*	*	*	*	*	91.2	91.0	90.4	90.0	90.7	87.2	88.1	88.0	88.4	89.1
Parent	*	n/a	*	n/a	n/a	79.8	81.0	80.0	79.0	78.4	79.9	80.1	80.1	79.9	80.1
Student	68.2	82.4	68.2	n/a	56.5	77.6	78.3	79.5	79.2	79.6	76.9	77.5	77.7	77.2	77.4

School Improvement

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.															
	SPO					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	96.5	87.7	98.2	93.9	82.1	79.1	80.0	80.2	79.5	81.0	79.6	81.2	81.4	80.3	81.0
Teacher	100.0	100.0	100.0	90.9	66.7	83.1	82.9	84.3	81.8	80.8	79.8	82.3	82.2	81.5	83.4
Parent	*	*	*	*	*	74.6	77.5	76.7	76.1	79.5	78.5	79.7	80.8	79.3	80.3
Student	92.9	75.3	96.5	96.9	97.5	79.5	79.5	79.5	80.7	82.7	80.7	81.5	81.1	80.2	79.4

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.															
	FSO					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	97.3	92.6	86.5	100.0	100.0	79.1	80.0	80.2	79.5	81.0	79.6	81.2	81.4	80.3	81.0
Teacher	*	*	*	100.0	100.0	83.1	82.9	84.3	81.8	80.8	79.8	82.3	82.2	81.5	83.4
Parent	*	*	n/a	*	n/a	74.6	77.5	76.7	76.1	79.5	78.5	79.7	80.8	79.3	80.3
Student	97.3	92.6	86.5	n/a	n/a	79.5	79.5	79.5	80.7	82.7	80.7	81.5	81.1	80.2	79.4

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.															
	VJO					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	86.4	96.7	90.9	n/a	100.0	79.1	80.0	80.2	79.5	81.0	79.6	81.2	81.4	80.3	81.0
Teacher	*	*	*	*	*	83.1	82.9	84.3	81.8	80.8	79.8	82.3	82.2	81.5	83.4
Parent	*	n/a	*	n/a	n/a	74.6	77.5	76.7	76.1	79.5	78.5	79.7	80.8	79.3	80.3
Student	86.4	96.7	90.9	n/a	100.0	79.5	79.5	79.5	80.7	82.7	80.7	81.5	81.1	80.2	79.4

SECTION SIX: Additional Information

Parent Involvement and Communication of Plan

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.															
	SPO					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	92.3	100.0	100.0	100.0	71.2	77.1	78.1	78.1	78.4	77.7	80.7	80.9	81.2	81.2	81.3
Teacher	92.3	100.0	100.0	100.0	71.2	88.0	88.2	89.2	89.7	88.7	88.1	88.4	88.5	88.9	89.0
Parent	*	*	*	*	*	66.2	67.9	67.0	67.2	66.7	73.4	73.5	73.9	73.4	73.6

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.															
	FSO					EIPS					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	n/a	n/a	n/a	100.0	96.7	77.1	78.1	78.1	78.4	77.7	80.7	80.9	81.2	81.2	81.3
Teacher	*	*	*	100.0	96.7	88.0	88.2	89.2	89.7	88.7	88.1	88.4	88.5	88.9	89.0
Parent	*	*	n/a	*	n/a	66.2	67.9	67.0	67.2	66.7	73.4	73.5	73.9	73.4	73.6

Due to the low number of Vegreville outreach teacher and parent respondents, no data is available.

Communication of Plan:

Plan Communication

The development of this plan incorporated a review of data from the Accountability surveys and information provided to us by the Finance department at Central office. Due to the nature of our programs School Councils continue to be a challenge to be formed at all locations. In Sherwood Park we have created a School Advisory Council, where input on the SEP has been obtained and data has been shared. Extensive dialogue with our staff and informal discussions with students, parents, support agencies and community also occurred to support the plan.