

PEMBINA HILLS SCHOOL DIVISION

Performance Measure Results and other Quantitative Data

2013-2014 to 2019-2020

October 2020

Performance Measure Results and other Quantitative Data

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 three-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 descriptors defining the five achievement evaluation levels.

Very Low	Low	Intermediate	High	Very High
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Improvement Evaluation

For each jurisdiction, improvement evaluation consists of **comparing the Current Year result 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 five improvement evaluation levels based upon the chi-square result.

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

Overall Evaluation

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.

	Achievement				
Improvement	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

Accountability Pillar Overall Summary - Jurisdiction Report (updated May 27,2020)

Measure Category	Measure	PHSD Results			Alberta Results			Measure Evaluation		
		Current	Prev Yr	3 yr Ave	Current	Prev Yr	3 yr Ave	Achievement	Improvement	Overall
Safe & Caring	Safe and Caring	88.3	87.0	87.2	89.4	89.0	89.2	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	78.0	76.4	78.0	82.4	82.2	82.0	Intermediate	Maintained	Acceptable
	Education Quality	90.2	88.9	89.7	90.3	90.2	90.1	Very High	Maintained	Excellent
	Drop Out Rate	6.1	3.3	4.1	2.7	2.6	2.7	Intermediate	n/a	n/a
	HS Completion Rate (3yr)	76.6	74.0	74.9	79.7	79.1	78.7	High	Maintained	Good
Student Learning Achievement (Grades K-9)	<i>PAT: Acceptable</i>	na	71.6	na	na	73.8	na	Intermediate	Improved	Good
	<i>PAT: Excellence</i>	na	13.6	na	na	20.6	na	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	<i>Diploma: Acceptable</i>	na	84.6	na	na	83.6	na	Intermediate	Maintained	Acceptable
	<i>Diploma: Excellence</i>	na	24.7	na	na	24.0	na	Very High	Improved Significantly	Excellent
	Diploma Exam (4+ Exams)	37.1	39.8	41.4	56.4	56.3	55.6	Low	Declined	Issue
	Rutherford Eligibility Rate	67.3	67.6	67.6	66.6	64.8	63.5	Intermediate	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6yr)	55.3	51.9	53.0	60.1	59.0	58.5	Intermediate	Maintained	Acceptable
	Work Preparation	87.0	80.3	82.3	84.1	83.0	82.7	Very High	Improved	Excellent
	Citizenship	81.4	78.3	79.2	83.3	82.9	83.2	Very High	Improved	Excellent
Involvement	Parental Involvement	83.0	74.0	76.8	81.8	81.3	81.2	Very High	Improved Significantly	Excellent
Improvement	School Improvement	78.3	77.7	77.7	81.5	81.0	80.9	High	Maintained	Good

Notes:

- Missing student achievement data: The COVID-19 pandemic has had a significant impact on the administration of the 2019/20 Provincial Achievement Tests (PATs) and diploma examinations. As a result, Alberta Education will not be releasing an October 2020 update of the Accountability Pillar Results to school authorities.
- 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.
- Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

Accountability Pillar Overall Summary - FNMI Report

Measure Category	Measure	PHSD Results			Alberta Results			Measure Evaluation		
		Current	Prev Yr	3 yr Ave	Current	Prev Yr	3 yr Ave	Achievement	Improvement	Overall
Safe & Caring	Safe and Caring	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student Learning Opportunities	Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Drop Out Rate	5.6	6.1	6.3	5.5	5.4	5.3	Intermediate	n/a	n/a
	HS Completion Rate (3yr)	79.5	84.4	73.0	55.8	56.6	54.5	High	Maintained	Good
Student Learning Achievement (Grades K-9)	PAT: Acceptable	na	62.4	na	na	54.0	na	Very Low	Maintained	Concern
	PAT: Excellence	na	7.3	na	na	7.4	na	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	na	78.4	na	na	77.2	na	Intermediate	Maintained	Acceptable
	Diploma: Excellence	na	11.3	na	na	11.4	na	Low	Maintained	Issue
	Diploma Exam (4+ Exams)	30.2	34.4	28.8	24.4	24.6	23.6	Very Low	Maintained	Concern
	Rutherford Eligibility Rate	45.7	56.4	49.0	39.1	37.1	35.7	Very Low	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6yr)	50.1	28.0	34.3	35.0	34.2	33.0	Intermediate	Maintained	Good
	Work Preparation	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
Involvement	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Improvement	School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:

- Missing student achievement data: The COVID-19 pandemic has had a significant impact on the administration of the 2019/20 Provincial Achievement Tests (PATs) and diploma examinations. As a result, Alberta Education will not be releasing an October 2020 update of the Accountability Pillar Results to school authorities.
- 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.
- Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

OUTCOME ONE: Alberta Students are successful.

Accountability Pillar Measures:

1.1 PAT Acceptable and Excellence Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard, and the percentage who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).

(APORI Data. October COHORT RESULTS - Division)

Missing student achievement data: The COVID-19 pandemic has had a significant impact on the administration of the 2019/20 Provincial Achievement Tests (PATs) and diploma examinations. As a result, Alberta Education will not be releasing an October 2020 update of the Accountability Pillar Results to school authorities.

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
N	626	607	623	614	688	579	Cancelled due to COVID 19
Acceptable Standard %	73.1%	71.2%	69.1%	67.4%	70.0%	71.6%	
Standard of Excellence %	13.6%	14.0%	11.9%	12.7%	11.9%	13.6%	

Link to: [Jurisdiction Provincial Achievement Tests Multiyear Reports - All Subjects](https://bit.ly/PAT_Multiyear_Results)
bit.ly/PAT_Multiyear_Results

1.2 PDE Acceptable and Excellence Overall percentage of students who achieved the acceptable standard, and overall percentage of students who achieved the standard of excellence on Diploma examinations (overall results).

(APORI Data. October Exam Results by Students Writing - Division)

Missing student achievement data: The COVID-19 pandemic has had a significant impact on the administration of the 2019/20 Provincial Achievement Tests (PATs) and diploma examinations. As a result, Alberta Education will not be releasing an October 2020 update of the Accountability Pillar Results to school authorities.

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
N	828	786	966	1134	1003	1078	Cancelled due to COVID 19
Acceptable Standard %	84.4%	84.9%	83.6%	83.2%	86.0%	84.6%	
Standard of Excellence %	19.7%	19.5%	18.3%	20.4%	23.5%	24.7%	

Link to: [Jurisdiction Provincial Diploma Exam Multiyear Reports - All Subjects](https://bit.ly/DPE_Multiyear_Results)
bit.ly/DPE_Multiyear_Results

1.3 High School Completion Rate High school completion rate of students within three years of entering Grade 10.

(APORI Data, comes in May, and is one year delayed).

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
3 Year	72.7%	73.6%	71.8%	72.6%	78.2%	74.0%	76.6%
4 Year	78.6%	75.6%	78.5%	76.6%	79.8%	82.9%	79.8%
5 Year	82.5%	80.2%	76.9%	80.5%	79.2%	83.5%	85.5%

1.4 Diploma Exam Participation Rate (4+ Exams) Percentage of students writing four or more Diploma Exams within three years of entering Grade 10.

(APORI Data comes in May, and is one year delayed).

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Percentage	39.7%	46.5%	40.1%	41.9%	42.5%	39.8%	37.1%

1.5 Drop Out Rate Annual dropout rate of students aged 14-18.

(APORI Data, comes in May, and is one year delayed).

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Overall	4.4%	4.6%	3.6%	5.3%	3.5%	3.3%	6.1%

1.6 Transition Rate (6 yr) High school to post-secondary transition rate of students within six years of entering Grade 10.

(APORI Data, comes in May, and is one year delayed).

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
4 year	32.5%	36.8%	39.1%	32.8%	34.9%	33.4%	35.9%
6 Year	52.5%	57.3%	56.3%	48.9%	58.2%	51.9%	55.3%

1.7 Rutherford Scholarship Rate (Revised) Percentage of Grade 12 students eligible for a Rutherford Scholarship.

(APORI Data, comes in May, and is one year delayed).

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Percentage	63.9%	64.1%	65.2%	67.4%	67.7%	67.6%	67.3%

1.8 Citizenship Overall teacher, parent and student agreement that students model the characteristics of active citizenship.

(APORI Data comes in May).

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Overall	81.5%	79.4%	81.0%	82.1%	77.1%	78.3%	81.4%
Parents	80.2%	77.8%	80.2%	82.4%	75.1%	76.8%	84.2%
Students	71.1%	69.5%	70.2%	71.2%	65.9%	68.1%	69.2%
Teachers	93.3%	90.9%	92.6%	92.8%	90.4%	90.1%	90.9%

1.9 Student Achievement - Grade 9 cohort results at the acceptable standard in Mathematics (incl vv).
 Missing student achievement data: The COVID-19 pandemic has had a significant impact on the administration of the 2019/20 Provincial Achievement Tests (PATs) and diploma examinations. As a result, Alberta Education will not be releasing an October 2020 update of the Accountability Pillar Results to school authorities.

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Percentage at Acceptable	62.8	59.3	58.3	55.1	49.4	59.5	Cancelled due to COVID 19
Percentage at Excellence	16.2	8.9	7.1	8.0	7.5	15.6	

1.10 Student Achievement - Number and Percentage of students (in grades 7-12) on honor rolls (based on Rutherford criteria).

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Number	-	-	418	473	378	433	492
Percent	25.5%	31.0%	24%	27%	22%	25%	30%

1.11 Student Achievement - Number of coded students who graduate high school (code 41 to 46)

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Number	32	45	*9 of 16	20 of 22	4 of 8	8 of 16	9 of 16

*As of 2016, we did not include students coded with codes 51 - 59 in this total.

1.12 Citizenship - Number and Percentage of students who received Pembina Hills Citizenship awards (Measure adjusted in January 2019 to align with new [Policy 27 - Division Citizenship Awards](#)).

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Number	59	78	124	47	23	22	23
Percent	3%	5%	7%	3%	1%	1%	1%

OUTCOME TWO: Alberta's education system supports First Nations, Métis and Inuit students' success.

Accountability Pillar Measures:

2.1 PAT Acceptable and Excellence Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard, and the percentage of self-identified FNMI students who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).

(APORI Data. October COHORT RESULTS - Division)

Missing student achievement data: The COVID-19 pandemic has had a significant impact on the administration of the 2019/20 Provincial Achievement Tests (PATs) and diploma examinations. As a result, Alberta Education will not be releasing an October 2020 update of the Accountability Pillar Results to school authorities.

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
		58	72	50	75	72	Cancelled due to COVID 19
Acceptable (%)	68.0%	75.2%	63.2%	58.6%	70.1%	62.4%	
Excellence (%)	12.6%	10.3%	6.3%	8.4%	10.9%	7.3%	

2.2 PDE Acceptable and Excellence Overall percentage of self-identified FNMI students who achieved the acceptable standard, and overall percentage of self-identified FNMI students who achieved the standard of excellence on Diploma examinations (overall results).

(APORI Data. October Exam Results by Students Writing - Division)

Missing student achievement data: The COVID-19 pandemic has had a significant impact on the administration of the 2019/20 Provincial Achievement Tests (PATs) and diploma examinations. As a result, Alberta Education will not be releasing an October 2020 update of the Accountability Pillar Results to school authorities.

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
		35	40	46	43	39	Cancelled due to COVID 19
Acceptable (%)	72.4%	84.4%	82.9%	79.6%	84.5%	78.4%	
Excellence (%)	11.8%	10.9%	13.2%	8.7%	13.4%	11.3%	

2.3 High School Completion Rate High school completion rate of self-identified FNMI students within three years of entering Grade 10.

(APORI Data, comes in May, and is one year delayed).

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
3 Year	48.6%	61.4%	37.8%	66.9%	67.9%	84.4%	79.5%
4 Year	60.3%	57.0%	71.4%	45.4%	64.5%	72.9%	85.3%
5 Year	54.2%	62.3%	55.1%	74.4%	53.2%	71.8%	73.7%

2.4 Diploma Exam Participation Rate (4+ Exams) Percentage of self-identified FNMI students writing four or more Diploma Exams within three years of entering Grade 10.

(APORI Data comes in May, and is one year delayed).

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Percentage	11.2%	21.3%	11.8%	23.4%	28.7%	34.4%	30.2%

2.5 Drop Out Rate Annual dropout rate of students aged 14-18.

(APORI Data, comes in May, and is one year delayed).

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Overall	7.8%	10.3%	4.9%	6.6%	6.2%	6.1%	5.6%

2.6 Transition Rate (6 yr) High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.

(APORI Data comes in May, and is one year delayed).

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
4 year	13.6%	12.5%	34.5%	7.7%	29.1%	29.7%	26.8%
6 Year	33.9%	28.0%	38.4%	23.4%	51.5%	28.0%	50.1%

2.7 Rutherford Scholarship Rate (Revised) Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.

(APORI Data comes in May, and is one year delayed).

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Percentage	38.3%	51.2%	50.0%	50.0%	40.5%	56.4%	45.7%

OUTCOME THREE: Alberta’s education system respects diversity and promotes inclusion.

Accountability Pillar Measures:

3.1 Program of Studies Overall teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, and health and physical education.

(APORI Data, comes in May).

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Overall	77.8%	77.6%	77.8%	78.9%	78.6%	76.4%	78.0%
Parents	78.7%	78.1%	77.1%	79.8%	79.3%	76.9%	80.8%
Students	72.1%	70.2%	73.1%	73.4%	72.9%	70.5%	71.3%
Teachers	82.5%	84.4%	83.2%	83.2%	83.8%	81.9%	82.1%

3.2 Programs - (ACOL Measure – Satisfaction with Program Access) Percentage of teachers, parents and students satisfied with the accessibility, effectiveness and efficiency of programs and services for students in their community. (APORI Data, comes in May).

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Overall	73.2%	72.8%	74.5%	75.1%	75.8%	74.5%	76.8%
Parents	60.9%	64.7%	63.2%	65.1%	67.7%	62.3%	73.8%
Students	79.5%	79.1%	80.5%	80.6%	78.7%	80.3%	80.3%
Teachers	79.3%	74.6%	79.8%	79.5%	81.1%	80.8%	76.4%

3.3 Programs - PHSD Satisfaction survey: Percentage of parents satisfied with the range of programs classes offered at the school.

Parents: My school offers a range of classes / programs to choose from.

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Parents	90.0%	91.6%	89.2%	90.7%	91.0%	No Data	85.0%

3.4 Programs - PHSD Satisfaction survey: Percentage of students (gr 10-12) satisfied with opportunities to choose high school courses and programs.

Students: I have opportunities to choose from a variety of high school courses and/or programs.

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Students	90.3%	90.7%	92.9%	89.2%	90.2%	91.5%	90.6%

3.5 Programs - Number and percentage of community school students (g. 10-12) taking advantage of alternate delivery methods.

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Number	-	-	470	523	491	311	364
Percent	61.9%	49.8%	52.3%	60.0%	57.6%	34.6%	44.2%

3.6 Programs - PHSD Satisfaction survey: Percentages of parents and students satisfied with opportunities to participate in extracurricular activities.

Parents: I am satisfied with the extra-curricular opportunities that the school provides for my child(ren).

Students: 7-12: I have opportunities to participate in extracurricular activities. 4-6: I can choose to participate in intramural activities.

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Parents	82.6%	82.3%	90.3%	90.7%	84.3%	89.8%	87.5%
Students	91.8%	91.1%	92.5%	91.1%	89.7%	91.0%	91.2%

3.7 Programs - Number and Percentage of students (grade 10-12) qualifying for provincial extracurricular events.

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Number	126	110	91	116	79	65	38
Percent	14.1%	13.2%	10.1%	13.3%	9.3%	7.2%	4.6%

3.8 Excellent Staff - PHSD Satisfaction survey: Percentage of parents, teachers and students satisfied that teachers challenge students to do their best.

Parents: My children's teachers at my school challenge students to do their best.

Students: Teachers at my school challenge me to do my best.

Staff: Teachers at my school challenge students to do their best.

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Parents	93.8%	93.5%	93.4%	93.3%	93.1%	93.0%	91.3%
Students	97.8%	96.8%	91.6%	90.2%	91.7%	89.5%	91.2%
Staff	91.9%	90.9%	96.4%	96.2%	96.2%	96.5%	98.6%

3.9 Excellent Staff - PHSD Satisfaction survey: Percentage of parents and students satisfied with their teachers.

Parents: I am satisfied with my (children's) teachers.

Students: I am satisfied with my teachers.

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Parents	92.6%	92.5%	90.7%	92.6%	92.1%	91.0%	91.3%
Students	86.8%	85.7%	88.0%	84.7%	87.8%	83.2%	86.1%

3.10 Excellent Staff - PHSD Satisfaction survey: Percentage of parents, teachers and students satisfied with the performance of their school administrators.

Parents: I am satisfied with the administration at my school.

Students: I am satisfied with my school's principals.

Staff: I am satisfied with the administration at my school.

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Parents	94.2%	93.5%	92.1%	91.0%	90.6%	90.2%	91.4%
Students	88.1%	90.6%	80.5%	79.2%	83.5%	82.5%	83.6%
Staff	83.5%	81.2%	83.0%	88.0%	85.5%	86.9%	98.6%

3.11 Excellent Staff- PHSD Satisfaction survey: Percentage of parents, staff and students satisfied with behavior expectations at their school.

Parents: I am satisfied with the behavior expectations at my child(ren)'s school.

Students: I think the rules in my school are fair.

Staff: My school is effective in its approach to student discipline.

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Parents	92.3%	92.6%	92.2%	93.4%	91.8%	91.3%	89.4%
Students	77.8%	78.8%	80.1%	76.2%	77.4%	76.9%	79.4%
Staff	84.2%	84.2%	72.1%	82.7%	76.2%	76.4%	91.3%

3.12 Excellent Staff - PHSD Satisfaction survey: Percentage of teachers and students satisfied with the recognition they receive for their accomplishments.

Students: I get recognition for the good things I do.

Staff: I get recognition for my contributions to student learning.

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Student	70.0%	67.3%	68.8%	67.2%	66.5%	66.6%	64.4%
Staff	80.0%	78.1%	77.4%	82.6%	75.8%	78.3%	87.2%

3.13 PD - (ACOL Measure – In-service Jurisdiction Needs) Percentages of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.

(APORI Data, comes in May).

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Teachers	80.4%	80.2%	82.3%	80.0%	76.8%	77.7%	81.7%

Jurisdiction Outcome 3-A

PHSD learning environments are varied, flexible and predictive of students’ diverse learning needs and exemplify balanced, evidence based assessments that inform instruction.

3-A.1 PHSD Satisfaction survey: Assessment and Feedback. Percentage of parents and students satisfied with the communication they get about progress and achievement. Percentage of teachers who report prevalent application of evidentiary assessments and feedback for scaffolding subsequent learning.

Parents: I am satisfied with the communication I get about my children’s achievement at school.

Students: My teacher tells me how I am doing in my classes.

Teachers (1): I design and/or use assessments to generate evidence of what students have and have not yet learned. (All, most or some of the time, do not count ‘rarely’).

Teachers(2): I provide students with meaningful feedback and provide necessary scaffolding to help them to improve. (All, most or some of the time, do not count ‘rarely’).

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Parents	85.7%	84.0%	84.6%	85.1%	84.8%	83.0%	81.2%
Students	88.2%	86.9%	86.0%	86.3%	84.6%	80.9%	81.4%
Teachers (1)	-	New 2015	93.4%	98.2%	98.3%	96.7%	97.0%
Teachers (2)	-	New 2015	96.7%	97.6%	97.2%	98.3%	98.8%

3-A.2 PHSD Satisfaction survey: Active Professional Learning Community. Percentage of staff agreeing that their principal and or vice principal regularly observes student learning in their classes, and the rate at which students feel their principal and or vice principal knows what is happening in their classes.

Students: My principal knows what is happening in my classes.

Teachers: My principal or vice principal regularly observes student learning in my classroom.

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Students	82.70%	78.40%	70.9%	71.4%	73.6%	60.2%	58.4%
Teachers	73.50%	72.40%	75.1%	72.1%	69.7%	75.7%	88.4%

3-A.3 PHSD Satisfaction survey: Clarity of Learning Goals. The degree of prevalence at which teachers clarify lesson goals and attempt to predict the variance of students’ skills, knowledge and previous understanding.

Teachers (1): I make sure that students know how each day’s lessons or activities connect to the learning goals. (‘All’, ‘Most’ or ‘Some’ of the time, do not count ‘Rarely’).

Teachers (2): I use more than one medium to present new information; I clarify content vocabulary; and I attempt to connect students’ background knowledge. (‘All’, ‘Most’ or ‘Some’ of the time, do not count ‘Rarely’).

Students: Which of the following describes you best? (Collate the ‘always or usually’ responses).

- I ALWAYS know what I am supposed to learn in my classes.
- I USUALLY know what I am supposed to learn in my classes.
- I’m OFTEN CONFUSED about what I’m supposed to learn.

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Teachers (1)	-	New 2015	88.5%	97.0%	94.4%	89.0%	87.9%
Teachers (2)	-	New 2015	96.7%	97.6%	98.9%	96.7%	98.8%
Students	-	New 2015	90.3%	89.0%	89.8%	87.5%	88.1%

3-A.4 PHSD Satisfaction survey: Response to diversity of student needs. Percentage of students who are satisfied that their teachers know them as individuals and know what they need as learners. Also, the prevalence of teacher practice wherein they offer students choices from a range of difficulty and complexity.

Students: My teachers know what I need to learn next, even if it’s different than someone else.

Teachers: I give students work that ranges in difficulty and complexity. (‘All’, ‘Most’ or ‘Some’ of the time, do not count ‘Rarely’).

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Students	-	New 2015	76.3%	74.3%	74.5%	72.7%	76.8%
Teachers	-	New 2015	94.5%	97.6%	98.3%	94.5%	97.0%

3-A.5 PHSD Satisfaction survey: Meeting learning needs. Percentage of parents agreeing that their children appear confident about what they are learning at school.

Parents: My children appear confident about what they are learning at school.

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Parents	-	New 2015	87.3%	86.5%	87.6%	87.3%	89.7%

OUTCOME FOUR: Alberta has excellent teachers, school and school authority leaders.

Accountability Pillar Measures:

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

(APORI Data, comes in May).

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Overall	87.5%	86.0%	88.5%	89.1%	85.6%	87.0%	88.3%
Parents	87.1%	87.0%	90.5%	91.5%	85.3%	87.1%	91.8%
Students	79.7%	78.5%	81.2%	81.0%	76.3%	80.0%	79.2%
Teachers	95.6%	92.4%	93.8%	94.7%	95.2%	93.9%	94.1%

4.2 Education Quality: Overall teacher, parent and student satisfaction with the overall quality of basic education.

(APORI Data comes in May).

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Overall	89.5%	89.7%	89.6%	90.2%	90.1%	88.9%	90.2%
Parents	84.8%	86.6%	86.0%	87.1%	88.8%	84.8%	87.8%
Student	87.5%	86.8%	87.2%	88.5%	85.8%	86.6%	85.9%
Teachers	96.1%	95.6%	95.6%	95.0%	95.7%	95.2%	96.9%

4.3 Work Preparation Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.

(APORI Data, comes in May).

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Overall	80.5%	81.5%	78.0%	83.1%	83.7%	80.3%	87.0%
Parents	73.3%	74.9%	67.3%	73.2%	81.0%	71.7%	78.9%
Teachers	87.7%	88.1%	88.6%	92.9%	86.3%	88.8%	95.2%

4.4 Parental Involvement: Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.

(APORI Data comes in May).

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Overall	76.6%	78.6%	76.2%	77.7%	78.5%	74.0%	83.0%
Parents	67.9%	70.8%	69.4%	71.7%	72.1%	64.3%	78.2%
Teachers	85.2%	86.5%	82.6%	83.8%	84.9%	83.7%	87.8%

4.5 School Improvement: Overall 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.

(APORI Data comes in May).

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Overall	80.3%	77.4%	80.2%	77.8%	77.6%	77.7%	78.3%
Parents	77.8%	75.7%	78.1%	75.0%	77.9%	79.9%	82.6%
Students	79.8%	78.0%	81.6%	80.9%	74.0%	76.4%	73.4%
Teachers	83.3%	78.6%	80.9%	77.5%	81.1%	76.6%	78.9%

4.6 Inclusion / Safe and Caring - At Risk Students: Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely. (This measure added to jurisdiction plan in 2016.)

(APORI Data, comes in May).

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Overall	83.2%	84.5%	84.6%	84.5%	84.7%	85.1%	85.0%
Parents	75.0%	80.3%	77.4%	78.8%	81.9%	80.7%	83.4%
Students	81.0%	80.7%	81.8%	81.7%	78.8%	79.9%	79.4%
Teachers	93.8%	92.5%	94.6%	92.9%	93.5%	94.9%	92.3%

4.7 Inclusion / Safe and Caring - Ratio of students in Response to Intervention levels

Percentages	2014-2015	2015-2016	2016-2017	2017-2018	2017-2018	2018-2019	2019-2020
Level 6	1.1	1.2	1.5	1.8	2.2	2.1	2.2%
Level 5	1.8	1.7	2.0	2.5	2.8	3.0	3.1%
Level 4	3.2	3.3	3.8	4.4	5.1	5.5	5.3%
Level 3	5.2	5.6	6.7	7.1	8.3	8.2	8.3%
Level 2	8.0	8.4	8.2	7.0	11.0	8.1	7.4%
Level 1	80.6	79.7	77.9	77.2	70.5	73.0	73.7%

4.8 Safe and Caring - PHSD Satisfaction survey: Percentages of parents, staff and students satisfied that their school is safe and caring.

Parents: My children's school is safe and caring.

Students: My School is safe and caring.

Staff: Our school is safe and caring.

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Parents	96.6%	97.2%	97.9%	98.1%	97.3%	96.6%	95.9%
Students	87.9%	97.4%	91.5%	87.9%	98.0%	88.0%	88.8%
Staff	96.5%	95.4%	92.6%	95.7%	95.4%	94.0%	98.6%

4.9 Safe and Caring - Percentage of Full Time Equivalent assigned by each school to address a guidance program that includes career, educational and personal counseling.

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Percent	7.9	7.5	7.8	7.3	8.6	8.9	8.235

4.10 Character - PHSD Satisfaction survey: Rate at which parents, students and teachers responded positively on the group of Character Education questions.

"People in our school are interested in how students (I) feel." "Students help others even if they (we) are not friends." "People say good things about our students." Students (I) take part in service projects." "My children (students) (I) feel safe in all areas of our school." My children (students) (I) encourage others to follow rules."

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Parents	93.5%	93.1%	92.1%	94.0%	93.9%	93.5%	93.0%
Students	91.3%	88.8%	82.8%	81.1%	81.3%	80.8%	80.1%
Staff	91.3%	88.8%	85.5%	88.2%	89.3%	88.8%	92.7%

4.11 Character - Number of service projects/groups facilitated by the school in which students participated.

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Number	116	103	114	133	120	115	91

4.12 Character - Number and Percentage of students involved with or who participated in service projects.

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Number	3429	3858	3882	3807	3710	3688	3572
Percent	98.8%	97.8%	99.8%	98.3%	97.5%	100%	100%

4.13 Education Quality - PHSD Satisfaction survey: Percentage of parents, teachers and students satisfied with the overall quality of education the school provides.

Parents: I am satisfied with the overall quality of education my children receive.

Students: I am satisfied with the overall quality of education I am receiving.

Staff: I am satisfied with the overall quality of education my school provides.

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Parents	91.5%	91.2%	92.3%	92.0%	93.0%	90.6%	91.7%
Students	89.5%	88.4%	90.0%	87.9%	89.2%	86.6%	88.5%
Staff	97.4%	94.8%	93.6%	93.8%	95.2%	92.7%	97.9%

4.14 Education Quality - PHSD Satisfaction survey: Percentage of parents, teachers and students who give their school of “excellent”, “proficient” or “acceptable”.

Parents: I would give my children's school a grade of ...

Students: I would give my school a grade of ...

Staff: I would give our school a grade of ...

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Parents	97.3%	98.0%	97.7%	97.4%	97.2%	95.7%	95.7%
Students	96.2%	95.8%	97.0%	96.3%	89.2%	96.5%	96.1%
Staff	99.1%	99.4%	97.9%	97.6%	95.2%	98.7%	100%

4.15 Work Preparation - Online school-career planning software usage metrics (myblueprint.ca) (grades 7-12).

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Number of Logins per school year	1483	1919	758	692	2566	1970	1181

4.16 Work Preparation - Number and Percentage of grade 7-12 students participating in sessions for students on career decision-making.

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Number	-	-	1248	1655	1381	1505	1065
Percent	64.6%	58.4%	70.9%	95.3%	81.5%	85.9%	64.8%

4.17 Work Preparation - Number and Percentage of grade 10-12 students earning (3 or more) credits through Work Experience, RAP, Green Certificate programs and local programs such as Petroleum Field Operators program.

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Number	-	-	341	194	185	203	79
Percent	25%	22%	38%	22%	22%	23.0%	9.6%

4.18 Parent / Community Involvement - PHSD Satisfaction survey: Percentage of parents and teachers that are satisfied that the school council at their school has a meaningful role.

Parents: The School Council at my children's school has a meaningful role.

Staff: The School Council at my school has a meaningful role.

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Parents	90.8%	89.2%	84.1%	93.0%	92.2%	90.4%	89.0%
Staff	89.4%	87.2%	77.2%	78.0%	85.3%	82.4%	91.0%

4.19 Parent / Community Involvement - PHSD Satisfaction survey: Percentage of parents, teachers and students who are satisfied with opportunities to be involved in decisions affecting the school (and students).

Parents: I am satisfied with the opportunities for involvement in decisions affecting education at my child(ren)'s school.

Students: I am satisfied with the opportunities for involvement in decisions affecting students

Staff: I am satisfied with the opportunities for involvement in decisions affecting school

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Parents	88.1%	88.0%	85.2%	86.6%	86.4%	86.1%	80.3%
Students	69.7%	71.0%	71.8%	72.2%	70.6%	67.0%	64.3%
Staff	86.3%	89.5%	83.3%	84.4%	83.4%	80.8%	91.6%

4.20 Parent / Community Involvement - PHSD Satisfaction survey: Percentage of parents, teachers and students who are satisfied that their school is making a positive contribution to the community.

Parents: My children's school is making a positive contribution to the community.

Students: My school is important to the community.

Staff: Our school is making a positive contribution to the community.

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Parents	96.6%	95.2%	94.5%	96.3%	94.8%	94.9%	91.9%
Students	92.2%	92.4%	93.0%	92.4%	91.7%	90.7%	88.9%
Staff	97.4%	94.1%	96.3%	97.6%	93.6%	93.9%	98.2%

4.21 Parent / Community Involvement - PHSD Satisfaction survey: Percentage of parents, teachers and students (gr 10-12) who are satisfied with their community's involvement in student learning (new in 2015-2016).

Parents: I am satisfied with my community's involvement in student learning.

Students: I am satisfied with how my community is involved in my learning.

Staff: I am satisfied with my community's involvement in student learning.

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Parents	-	Introduced	91.1%	91.3%	92.2%	90.4%	90.9%
Students	-	Introduced	74.0%	74.5	70.8%	67.5%	77.9%
Staff	-	Introduced	81.2%	84.0%	85.0%	82.9%	89.1%

4.22 Parent / Community Involvement - Number of registered* parent/community volunteers in schools. ("Registered" means they have been vetted as per AP 40-60 – Volunteers in School).

4.23 Parent / Community Involvement - Number of school activities/events taking place in the community. (Quantify events which involve students and the community or parents. This includes but is not limited to school concerts and ceremonies, sporting events, field trips and excursions, guests in the classroom and /or school, etc.)

4.24 Parent / Community Involvement - Number of off-campus partners supporting students in Work Experience, Registered Apprenticeship, Green Certificate and or Dual Credit programs. (NEW Measure in 2015)

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
4.22 Number	1055	905	664	671	576	670	553
4.23 Number	253	339	388	545	515	621	474
4.24 Number	-	79	88	149	145	136	60

4.25 Technology / Management - PHSD Satisfaction survey: Percentage of parents, teachers and students surveyed who are satisfied with the opportunity to use computers for learning.

Parents: My child (ren) is/are using technology tools and resources in his/her/their learning.

Students: I am satisfied with opportunities to use technology tools and resources (including computers) (modified Feb 2015) for learning.

Staff: I infuse technology tools and resources (modified Feb 2015) into my instruction.

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Parents	95.9%	95.0%	97.9%	98.4%	98.0%	98.6%	97.6%
Students	84.2%	98.1%	92.7%	91.5%	94.6%	92.8%	92.3%
Staff	90.5%	88.0%	96.7%	95.2%	97.8%	97.2%	98.2%

4.26 Technology / Management - The number of staff requests for resources and services through Learning Technology Services as monitored by the LTS department. (Number of service and resource requests met)

Number by area	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
SCHOOLS	1261	1060	1367	1092	1315	2690	2359
ADLC	0	1	2	0	6569	5233	5738
REGIONAL OFFICE	657	899	818	647	630	654	649
OTHERS	92	74	75	13	109	1647*	852
TOTAL	2010	2034	2262	1752	8623	10224	9298

*Includes 1470 'tickets' from Vista Virtual School during the shift to new SIS

4.27 Technology / Management - Annual student to computer ratio overall, and by jurisdiction, of computers within each school.

Ratio by school	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
BC	1.52	1.44	1.26	1.16	0.98	0.92	1.14
BE	2.48	2.59	2.39	1.64	1.93	1.86	2.56
BU	1.16	1.44	.93	1.01	0.68	1.18	0.69
DU	0.61	0.69	.45	0.89	0.98	1.25	1.03
EH	0.74	0.58	.6	0.55	0.72	1.00	1.89
FA	0.6	0.79	.54	0.87	1.00	1.07	1.08
NP	1.85	1.24	.97	1.03	1.23	1.27	1.19
PN	1.0	1.65	1.25	0.64	0.80	0.85	0.82
RF	2.01	0.81	.77	0.81	0.71	1.10	1.09
SH	0.95	1.04	.85	0.78	0.98	1.67	2.00
WE	1.62	1.98	1.65	1.34	1.61	2.73	2.96
Average	1.41	1.21	1.1	1.02	1.00	1.24	1.39

4.28 Technology / Management - Average age of computers in schools. (years)

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Average for all:	1.72	1.3	1.99	2.15	2.19	2.21	3.18

Jurisdiction Outcome 4-A

The jurisdiction demonstrates sound fiscal management, considering the needs of the community.

4-A.1 Fiscal - Balanced operational budget: The number of system, site and department budgets that are not budgeting for an operating deficit.

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Number	5	11	6	6	3	5	7

4-A.2 Fiscal - Percentage of increase to Instructional Materials Fees

Eliminated; replaced with School Fee Reduction Grant from Alberta Education

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Percentage	0	0	0	0	N/A	N/A	N/A

4-A.3 Fiscal - Amount of money acquired from third parties in support of community schools.

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Dollars	\$25,150	\$126,525	\$135,090	\$113,965	\$99,303	\$144,993	\$94,697