



WETASKIWIN REGIONAL PUBLIC SCHOOLS



Combined 3-Year
Education Plan and
Annual Education
Result Report
(AERR) for

ALDER FLATS ELEMENTARY

2016-2019

(Year Three– 2018/19)



Wetaskiwin Regional
Public Schools

2016-2019 Educational Plan for Alder Flats Elementary School

Alder Flats Elementary School is dedicated to reflecting the school division's motto of "Inspiring students to become the best they can be."

Our previous school improvement plan (2013-2016) focused on improving student comprehension and problem solving.

Improving academic performance in Literacy and Numeracy while ensuring a positive learning environment is the focus for the current three year plan. Over the next three years the school plan will introduce and implement assessment and instructional strategies that focus on key curricular outcomes and timely formative assessment. Response to Intervention strategies will be implemented to help both students and teachers get additional training and support when necessary. Training of school staff through dedicated Professional Development days and collaboration with staff from other schools will occur. Staff have been hired to provide additional academic and learning support to indigenous students. The integration of Cree culture into the curriculum and school environment is also a focus.

The school will be using the "Zones of Regulation" programme to supplement and build on school climate work that originated with the introduction of the Olweus Bully Prevention programme in 2014. The Zones of Regulation, which focuses on self-regulation, was piloted in the 2015/16 year in some classrooms. Training for all teaching staff and many E.As occurred to allow for full implementation in the 2016/17 year.

The school continues to use the Olweus Bully Prevention Programme. This programme has shown success in decreasing negative social behaviour and improving the communication between students, parents and staff. Yearly Our School (formerly Tell Them From ME) student surveys and annual ACOL (Grade 4-6 parents students and parents) information are analyzed to look for strengths and areas of concern. Results are discussed with students as part of weekly class meetings.

Programmes and activities to celebrate respectful behaviour continue. A "Student of the Month" certificate is awarded to a student(s) in each class that models specific positive social behaviour. Monthly attendance awards are also given out to students that miss 1 day or less each month. This has been shown to help increase regular attendance. The "Golden Garbage Can Award" is a monthly competition to help students respect the classroom and clean up after themselves. A Grade six leadership programme gives students the opportunity to model appropriate behaviours while helping the school community in a variety of ways. This programme is expanding in 2017/18 to help students prepare for life in the Secondary school. With the support of the Mental Health Capacity Building agency, a staff member is working with grade 6 students to plan and organize recess activities in the gym. These activities build leadership capacity in the grade 6 students while improving relationships between the older and younger students.

An emphasis in effective communication is being planned for 2017-2019 in response to parent concerns about clear timely information given to them about any academic, social and or accident related events involving their children.

In summary, Alder Flats has a clear vision for the next three years:

- Continue to improve academic performance with a focussed effort on student literacy and numeracy utilizing Response to Intervention strategies.
- Ensure a positive learning environment using long term proven programmes that focusses on positive social skills, consistency of expectations, self-regulation and celebrations of success.

Three year school plan

Combined 2017 Accountability Pillar Overall Summary

Measure Category	Measure	Alder Flats Elementary School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	83.2	76.2	71.5	89.5	89.5	89.3	Intermediate	Improved	Good
Student Learning Opportunities	Program of Studies	82.4	73.4	68.6	81.9	81.9	81.5	Very High	Maintained	Excellent
	Education Quality	84.5	68.0	75.6	90.1	90.1	89.6	Intermediate	Improved	Good
	Drop Out Rate	n/a	n/a	n/a	3.0	3.2	3.3	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	77.9	76.5	76.1	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	55.8	17.9	12.3	73.4	73.6	73.2	Very Low	Improved Significantly	Acceptable
	PAT: Excellence	1.7	0.0	0.0	19.5	19.4	18.8	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.0	82.7	83.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	22.2	21.2	21.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	54.9	54.6	53.1	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	62.3	60.8	60.8	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	57.9	59.4	59.3	n/a	n/a	n/a
	Work Preparation	85.7	67.9	61.6	82.7	82.6	81.9	High	Improved	Good
	Citizenship	83.1	73.1	62.9	83.7	83.9	83.6	Very High	Improved Significantly	Excellent
Parental Involvement	Parental Involvement	70.5	65.7	66.2	81.2	80.9	80.7	Very Low	Maintained	Concern
Continuous Improvement	School Improvement	83.9	71.8	62.7	81.4	81.2	80.2	Very High	Improved Significantly	Excellent

Notes:

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

Measure Evaluation Reference

Achievement Evaluation

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

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

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

Notes:

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

Improvement Table

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

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

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

Overall Evaluation Table

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

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

Category Evaluation

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

Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	52.8	*	6.7	17.9	55.8		Very Low	Improved Significantly	Acceptable			
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	1.4	*	0.0	0.0	1.7		Very Low	Maintained	Concern			

Comment on Results

(an assessment of progress toward achieving the target)

Focused attention was given to L.A. Core outcomes with an emphasis on improving the writing process. Initial results show improvement.

Strategies

1. Re-introduce school wide reading intervention programme.
2. Train staff and organize a Guided Math programme using Provincial grant money.
3. Find and utilize effective, timely assessments to allow for adjustments of strategies and effective interventions.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Outcome One: Alberta's students are successful (continued)

Performance Measure	Results (in percentages)					Target 2017	Evaluation			Targets		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2018	2019	2020
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	75.3	40.8	74.8	73.1	83.1		Very High	Improved Significantly	Excellent			
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	66.7	n/a	55.4	67.9	85.7		High	Improved	Good			

Comment on Results

(an assessment of progress toward achieving the target)

Results show programmes such as Olweus and Zones of Regulation are having positive effect. Some fluctuations occur annually due to low number of parent responses.

Strategies

1. Continue with social programmes.
2. Introduce a handbook on behavioural expectations to help with clarity and communication.
3. Continue to acknowledge positive behaviours such as attendance and Student of the Month
4. Introduce a student leadership programme the is linked to the Secondary school to create opportunities for students in grade 6 to practise social skills that will help them when moving to Secondary grades.

Notes:

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

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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	18.2	n/a	*	*	*		*	*	*			
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	0.0	n/a	*	*	*		*	*	*			
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			

Comment on Results

(an assessment of progress toward achieving the target)

The number of students involved in the survey was statistically too small.

Strategies

1. Continue the use of Indigenous E.A. support for academic help.
2. Continue with interschool collaboration with the Secondary school for a seamless interaction with family groups.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (Grades 6, 9); French Language Arts (Grades 6, 9); Mathematics (6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1; English Language Arts 30-2; French Language Arts 30-1; Français 30-1; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
6. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
7. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time. Outcome Three: Alberta's education system is inclusive

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Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2018	2019	2020
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	81.9	59.7	78.5	76.2	83.2		Intermediate	Improved	Good			

Comment on Results

(an assessment of progress toward achieving the target)

There are some annual fluctuations based on the number of parents responding. Full implementation of the Zones of Regulation programme occurred in the 2016/17 year.

Strategies

1. Continue with strategies from Outcome 1 above (Attitudes and Behaviours)

Notes:

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

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2017	Achievement	Improvement	Overall	2018	2019	2020
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	68.3	n/a	63.7	73.4	82.4		Very High	Maintained	Excellent			

Comment on Results

(an assessment of progress toward achieving the target)

There are some annual fluctuations based on the number of parents responding. The Christmas concert, ski and toboggan events, the interschool Track and Field meet and the music programme continue to create an enhanced experience for students.

Strategies

Continue to encourage more parents to respond to ACOL survey.

Notes:

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

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

Performance Measure	Results (in percentages)					Target 2017	Evaluation			Targets		
	2013	2014	2015	2016	2017		Achievement	Improvement	Overall	2018	2019	2020
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	80.0	66.7	49.6	71.8	83.9		Very High	Improved Significantly	Excellent			
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	82.5	n/a	66.8	65.7	70.5		Very Low	Maintained	Concern			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	86.0	82.8	75.9	68.0	84.5		Intermediate	Improved	Good			

Comment on Results

(an assessment of progress toward achieving the target)

Decision making response is focused on Divisional and Provincial bodies according to parent feedback.

Strategies

Increase effective communication to parents about academic and social support programmes.

Notes:

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

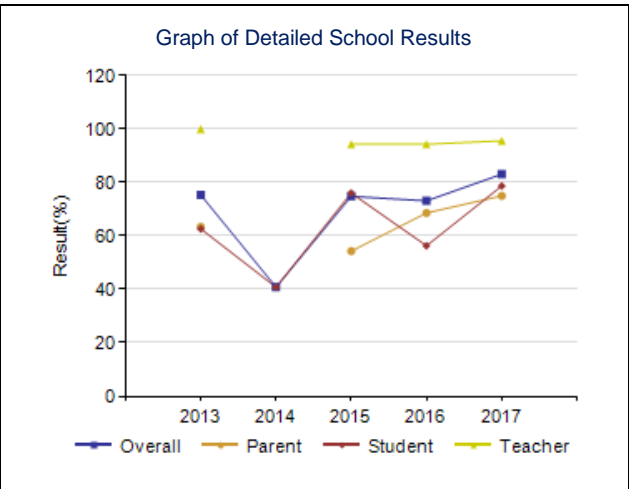
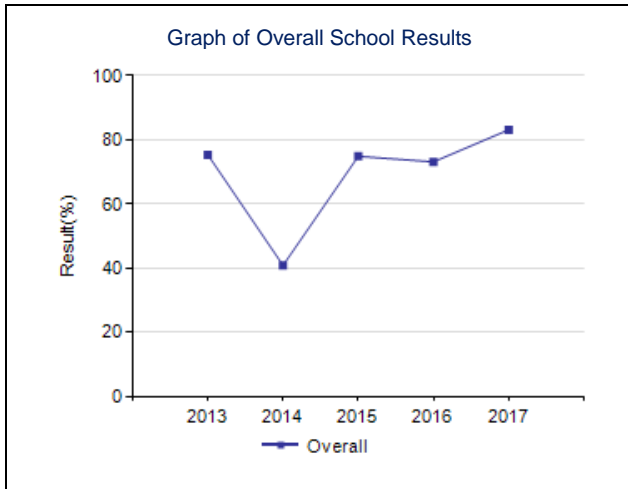
APPENDIX – Measure Details

The following pages include tables and graphs that provide detailed data for the performance measures.

Citizenship – Measure Details

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

	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	75.3	40.8	74.8	73.1	83.1	79.6	78.2	78.4	79.3	78.6	83.4	83.4	83.5	83.9	83.7
Teacher	100.0	*	94.3	94.3	95.6	92.6	91.8	91.6	93.9	91.8	93.6	93.8	94.2	94.5	94.0
Parent	63.4	*	54.3	68.6	75.0	73.5	76.3	76.3	74.6	75.1	80.3	81.9	82.1	82.9	82.7
Student	62.6	40.8	76.0	56.3	78.7	72.8	66.6	67.3	69.6	68.9	76.2	74.5	74.2	74.5	74.4



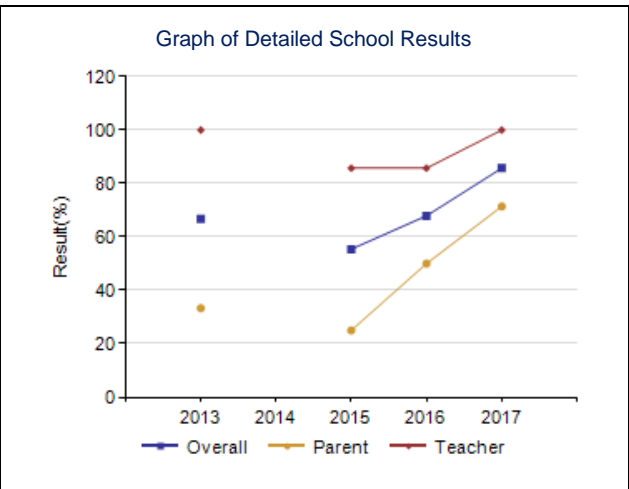
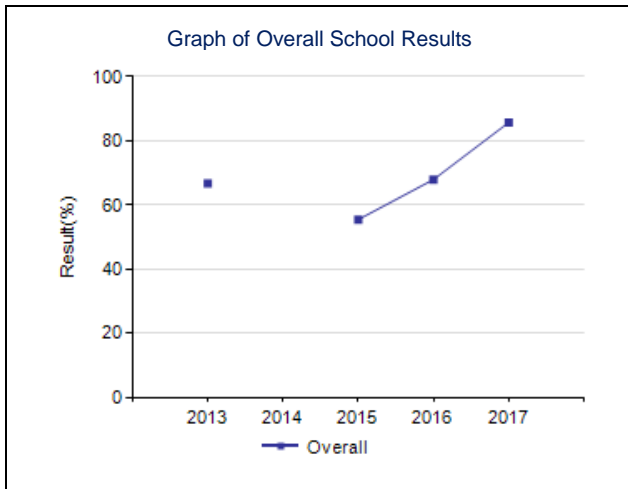
Notes:

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

Work Preparation – Measure Details

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

	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	66.7	n/a	55.4	67.9	85.7	75.7	79.0	77.1	75.8	75.3	80.3	81.2	82.0	82.6	82.7
Teacher	100.0	*	85.7	85.7	100.0	90.0	91.8	86.9	89.5	85.5	89.4	89.3	89.7	90.5	90.4
Parent	33.3	*	25.0	50.0	71.4	61.5	66.3	67.2	62.0	65.0	71.1	73.1	74.2	74.8	75.1



Notes:

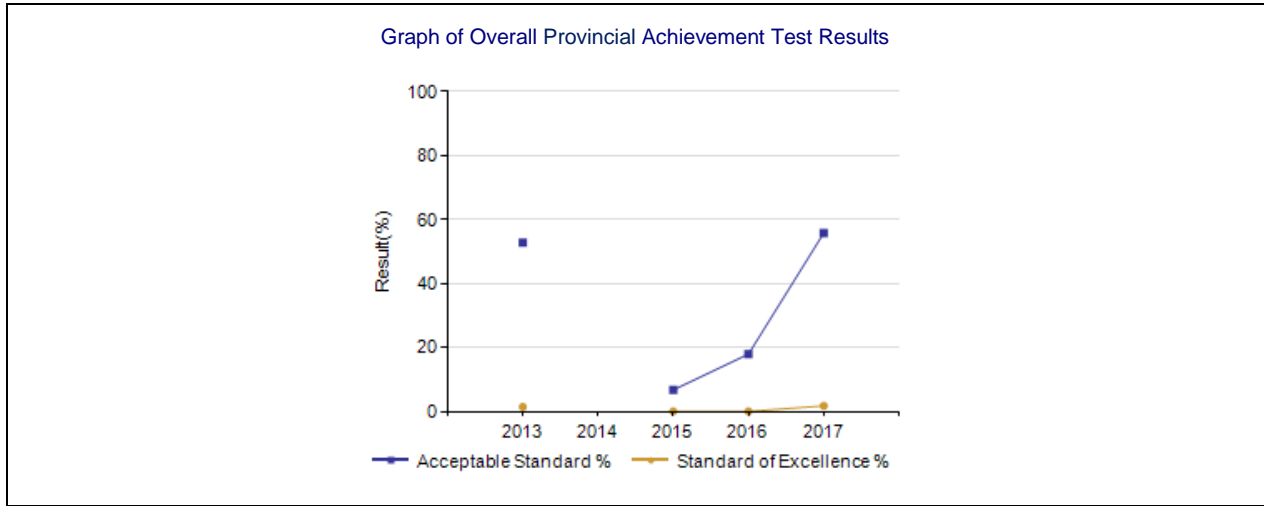
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2013		2014		2015		2016		2017		2017	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	68.8	0.0	*	*	13.3	0.0	35.7	0.0	63.3	0.0		
	Authority	77.1	9.3	79.9	12.8	78.9	12.7	76.2	10.2	75.9	12.2		
	Province	82.5	16.3	81.9	17.6	82.8	19.5	82.9	20.4	82.5	18.9		
Mathematics 6	School	43.8	0.0	*	*	13.3	0.0	35.7	0.0	53.3	0.0		
	Authority	70.9	9.3	67.7	12.2	65.3	9.2	62.7	6.3	58.4	6.6		
	Province	73.0	16.4	73.5	15.4	73.2	14.1	72.2	14.0	69.4	12.6		
Science 6	School	45.0	5.0	*	*	*	*	*	*	66.7	6.7		
	Authority	71.6	21.4	66.7	24.8	62.7	15.2	67.5	18.5	67.1	17.6		
	Province	77.5	25.9	75.9	24.9	76.3	25.3	78.0	27.1	76.9	29.0		
Social Studies 6	School	55.0	0.0	*	*	*	*	*	*	40.0	0.0		
	Authority	61.6	12.9	56.0	12.8	54.2	10.0	59.0	11.7	61.6	14.1		
	Province	72.7	19.0	70.4	16.6	69.8	18.1	71.4	22.0	72.9	21.7		

Notes:

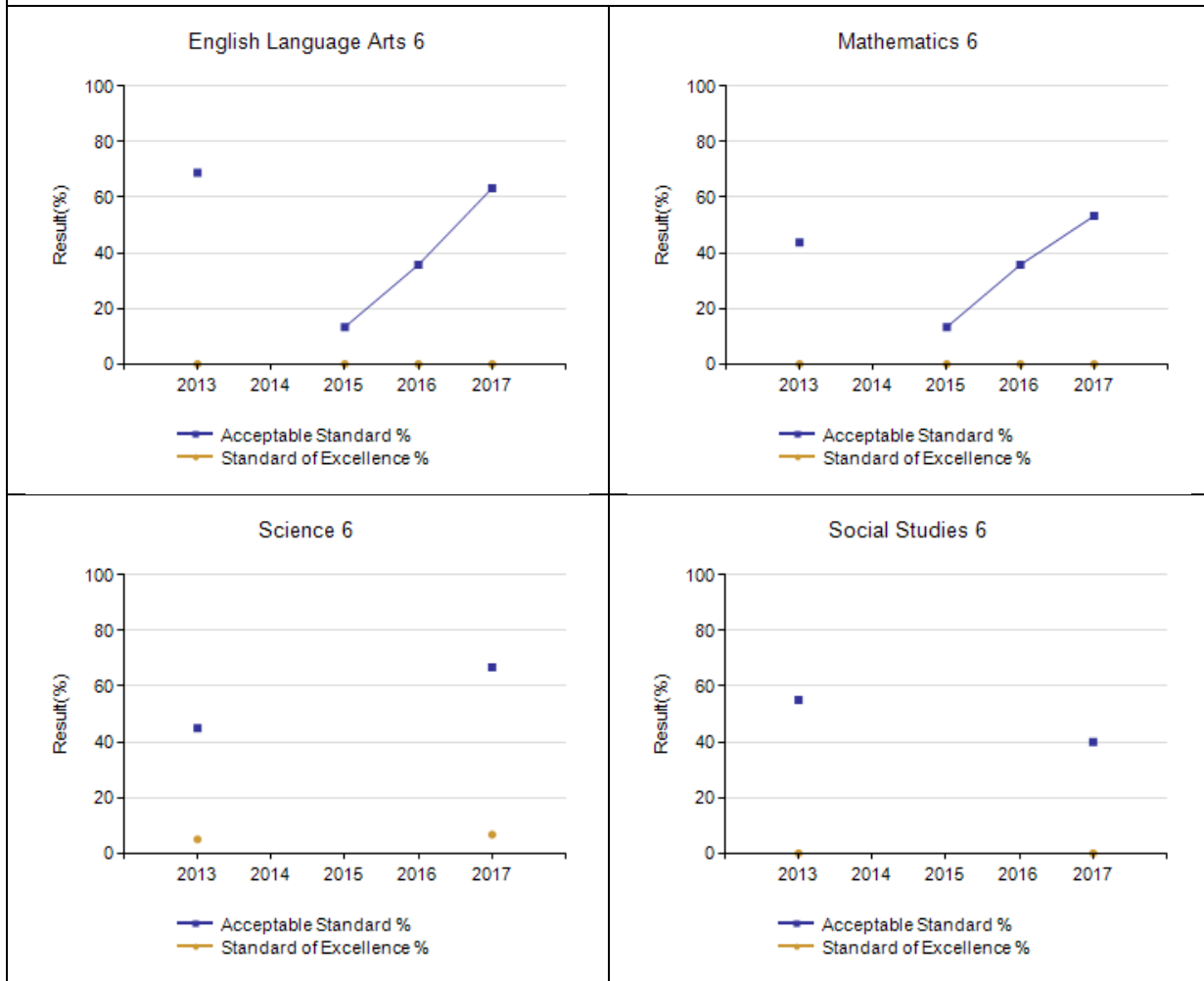
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.



Notes:

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Graph of Provincial Achievement Test Results by Course



Notes:

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PAT Results Course By Course Summary By Enrolled With Measure Evaluation

		Alder Flats Elementary School								Alberta			
		Achievement	Improvement	Overall	2017		Prev 3 Year Average		2017		Prev 3 Year Average		
Course	Measure				N	%	N	%	N	%	N	%	
English Language Arts 6	Acceptable Standard	Very Low	Improved Significantly	Acceptable	30	63.3	15	24.5	49,572	82.5	46,989	82.5	
	Standard of Excellence	Very Low	Maintained	Concern	30	0.0	15	0.0	49,572	18.9	46,989	19.2	
Mathematics 6	Acceptable Standard	Very Low	Improved	Issue	30	53.3	15	24.5	49,507	69.4	46,906	73.0	
	Standard of Excellence	Very Low	Maintained	Concern	30	0.0	15	0.0	49,507	12.6	46,906	14.5	
Science 6	Acceptable Standard	Low	n/a	n/a	30	66.7	n/a	n/a	49,501	76.9	46,914	76.7	
	Standard of Excellence	Very Low	n/a	n/a	30	6.7	n/a	n/a	49,501	29.0	46,914	25.8	
Social Studies 6	Acceptable Standard	Very Low	n/a	n/a	30	40.0	n/a	n/a	49,485	72.9	46,903	70.5	
	Standard of Excellence	Very Low	n/a	n/a	30	0.0	n/a	n/a	49,485	21.7	46,903	18.9	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,393	12.7	1,533	11.2	

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
3. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Measure Evaluation Reference - Achievement Evaluation

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

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

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Language Arts 6	Acceptable Standard	0.00 - 67.95	67.95 - 78.40	78.40 - 86.09	86.09 - 91.37	91.37 - 100.00
	Standard of Excellence	0.00 - 6.83	6.83 - 11.65	11.65 - 17.36	17.36 - 22.46	22.46 - 100.00
Mathematics 6	Acceptable Standard	0.00 - 63.91	63.91 - 70.73	70.73 - 79.61	79.61 - 88.67	88.67 - 100.00
	Standard of Excellence	0.00 - 8.53	8.53 - 11.31	11.31 - 18.13	18.13 - 25.17	25.17 - 100.00
Science 6	Acceptable Standard	0.00 - 60.36	60.36 - 78.51	78.51 - 86.46	86.46 - 90.64	90.64 - 100.00
	Standard of Excellence	0.00 - 11.74	11.74 - 17.42	17.42 - 25.34	25.34 - 34.31	34.31 - 100.00
Social Studies 6	Acceptable Standard	0.00 - 58.97	58.97 - 68.15	68.15 - 76.62	76.62 - 83.55	83.55 - 100.00
	Standard of Excellence	0.00 - 7.30	7.30 - 12.45	12.45 - 19.08	19.08 - 30.09	30.09 - 100.00

Notes:

- The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.

Improvement Table

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

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

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

Overall Evaluation Table

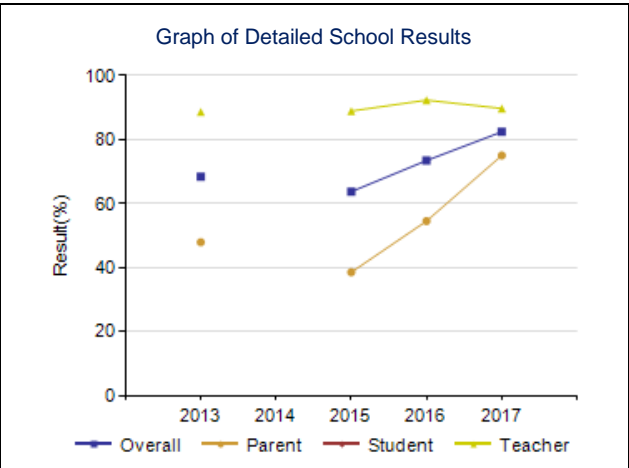
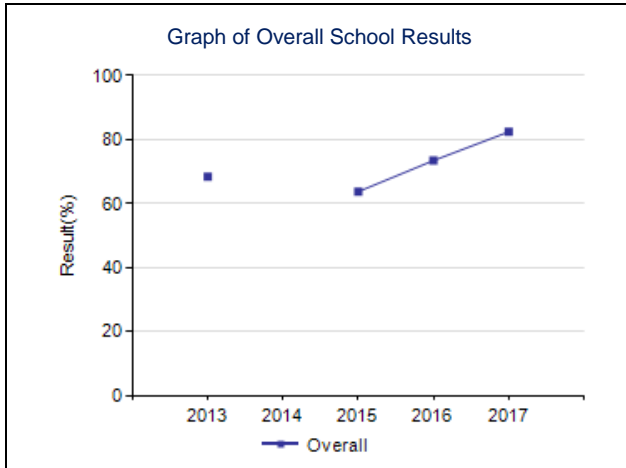
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

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

Program of Studies – Measure Details

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

	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	68.3	n/a	63.7	73.4	82.4	76.3	77.2	77.3	76.5	76.8	81.5	81.3	81.3	81.9	81.9
Teacher	88.6	*	88.9	92.3	89.7	83.4	86.6	85.2	84.8	85.2	87.9	87.5	87.2	88.1	88.0
Parent	47.9	*	38.5	54.5	75.0	69.4	71.9	72.3	71.5	71.1	78.9	79.9	79.9	80.1	80.1
Student	n/a	n/a	n/a	n/a	n/a	76.3	73.2	74.5	73.3	74.2	77.8	76.6	76.9	77.5	77.7



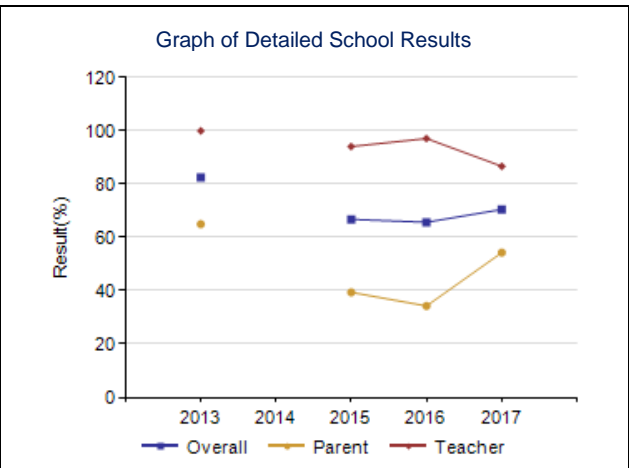
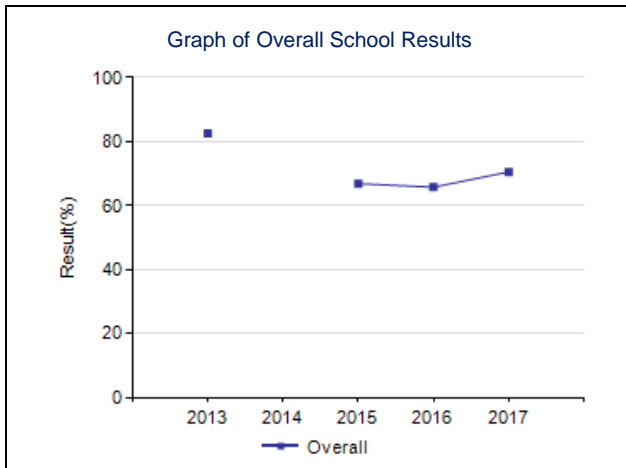
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Parental Involvement – Measure Details

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

	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	82.5	n/a	66.8	65.7	70.5	80.3	80.6	79.2	79.2	80.1	80.3	80.6	80.7	80.9	81.2
Teacher	100.0	*	94.1	97.1	86.7	90.1	90.1	88.2	88.5	87.9	88.5	88.0	88.1	88.4	88.5
Parent	65.0	*	39.4	34.3	54.3	70.5	71.1	70.2	70.0	72.3	72.2	73.1	73.4	73.5	73.9



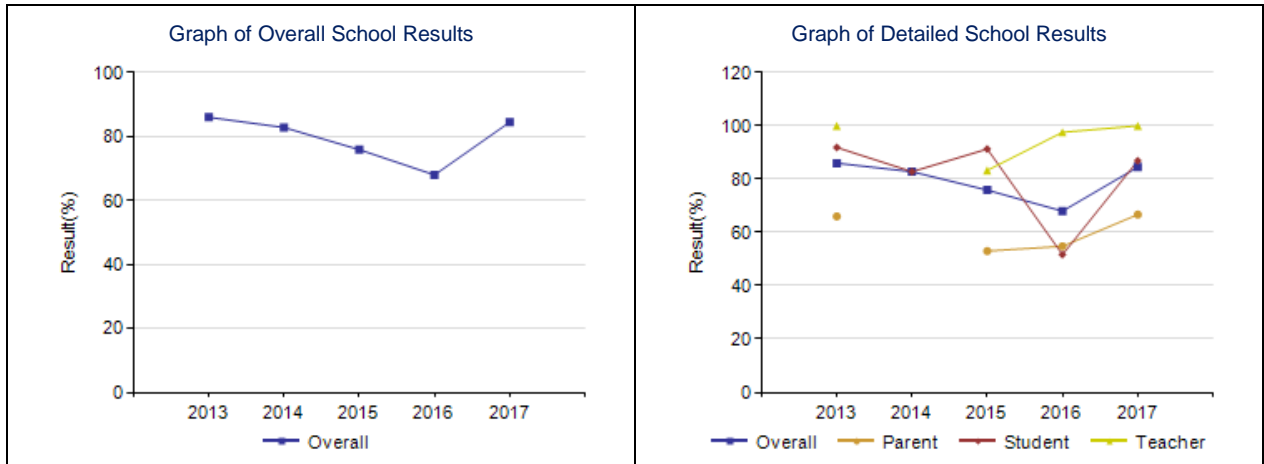
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Education Quality – Measure Details

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

	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	86.0	82.8	75.9	68.0	84.5	88.9	86.9	87.6	87.3	88.3	89.8	89.2	89.5	90.1	90.1
Teacher	100.0	*	83.3	97.6	100.0	97.2	96.7	94.6	96.1	95.5	95.7	95.5	95.9	96.0	95.9
Parent	66.0	*	53.0	54.8	66.7	81.6	79.3	81.9	79.7	82.8	84.9	84.7	85.4	86.1	86.4
Student	91.9	82.8	91.3	51.7	86.9	87.9	84.8	86.3	86.2	86.6	88.7	87.3	87.4	88.0	88.1



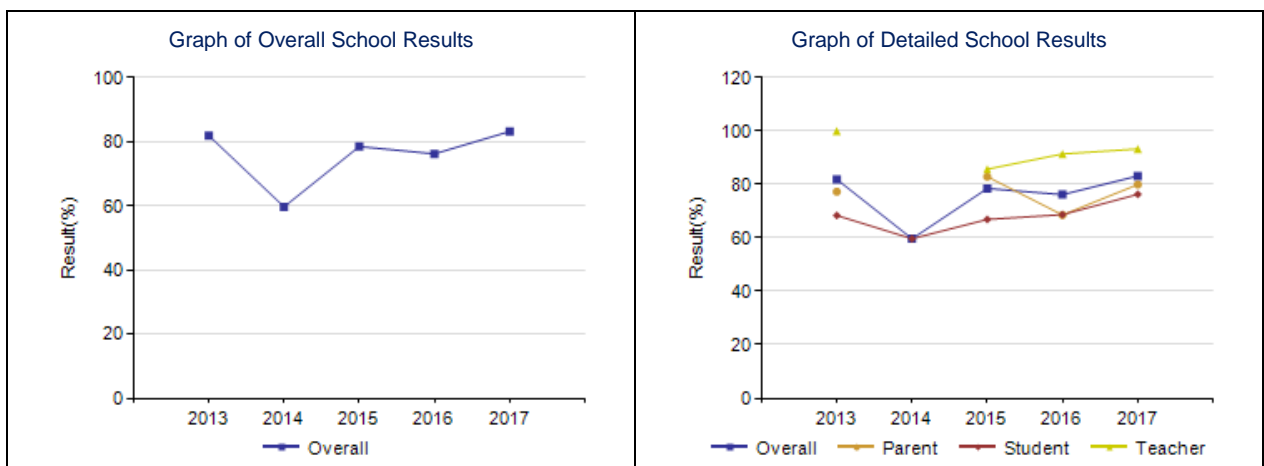
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Safe and Caring – Measure Details

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

	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	81.9	59.7	78.5	76.2	83.2	87.1	85.8	86.8	86.0	85.8	89.0	89.1	89.2	89.5	89.5
Teacher	100.0	*	85.7	91.4	93.3	94.8	95.1	93.2	94.7	94.2	95.0	95.3	95.4	95.4	95.3
Parent	77.3	*	82.9	68.6	80.0	84.7	84.9	87.7	83.9	83.9	87.8	88.9	89.3	89.8	89.9
Student	68.4	59.7	66.9	68.7	76.3	81.8	77.3	79.3	79.3	79.4	84.2	83.1	83.0	83.4	83.3



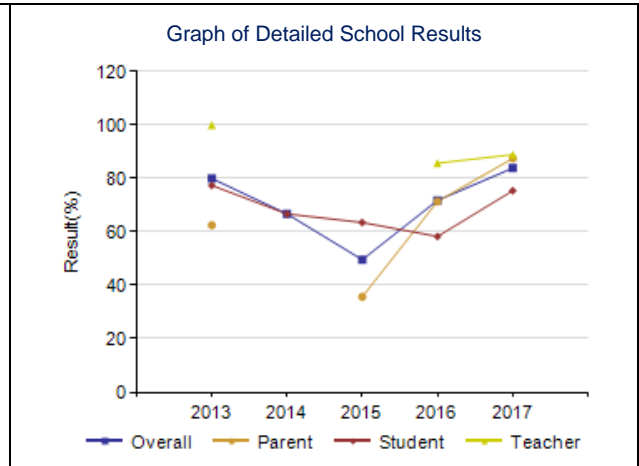
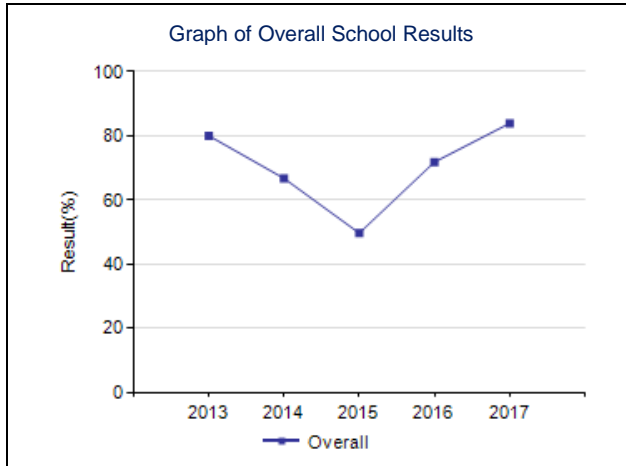
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School Improvement – Measure Details

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

	School					Authority					Province				
	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017	2013	2014	2015	2016	2017
Overall	80.0	66.7	49.6	71.8	83.9	76.0	75.9	75.7	73.8	75.1	80.6	79.8	79.6	81.2	81.4
Teacher	100.0	*	*	85.7	88.9	80.4	82.6	82.6	77.9	78.5	80.9	81.3	79.8	82.3	82.2
Parent	62.5	*	35.7	71.4	87.5	67.8	71.9	70.4	67.2	71.0	77.9	77.0	78.5	79.7	80.8
Student	77.4	66.7	63.5	58.3	75.4	79.9	73.3	74.1	76.2	75.9	82.9	81.2	80.7	81.5	81.1



Notes:

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

What Is the *Olweus Bullying Prevention Programme*?

The *Olweus Bullying Prevention Programme (OBPP)* prevents or reduces bullying in elementary, middle, and junior high schools (with students ages five to fifteen). *OBPP* is not a curriculum, but a program that deals with bullying at the schoolwide, classroom, individual, and community levels. Here is what happens at each level:

Schoolwide

- Teachers and staff are be trained to use the program and deal with bullying problems.
- A schoolwide committee oversee the program.
- Students will complete a questionnaire to give us information about the amount and type of bullying at our school.
- All students will follow these four anti-bullying rules:
 1. We will respect others.
 2. We will try to help students who are being disrespected.
 3. We will try to include students who are left out.
 4. If we know that somebody is being bullied, we will tell an adult at school and an adult at home.
- Staff will make sure that all areas of our school where bullying is likely to occur are being watched.
- There may be schoolwide parent meetings and parent and student events.

In the Classroom

- The four respect rules will be taught in all classrooms.

Class meetings will be held where students talk about what bullying is. Students will learn why bullying should not happen. They will also learn to ask an adult for help if they see or experience bullying.

- Teachers will use positive and negative consequences for following and not following the four anti-bullying rules.
- Teachers will work to make the classroom a positive place for students.

For Individuals Who Bully or Who Are Bullied

- Teachers and other staff will be trained to deal with bullying situations and the students involved.
- Students who bully others will be given consequences as soon as possible.
- Students who are bullied will be supported by staff. They will be told what action will be taken to end the bullying.
- Teachers and other staff will meet with the parents of students who bully and students who are bullied.

In the Community

- Our school will be looking for ways to develop partnerships with community members and carry the anti-bullying message community-wide.

What are The Zones of Regulation?

The Zones is a systematic, cognitive behavior approach used to teach self-regulation by categorizing all the different ways we feel and states of alertness we experience into four concrete zones. The Zones curriculum provides strategies to teach students to become more aware of, and independent in controlling their emotions and impulses, managing their sensory needs, and improving their ability to problem solve conflicts.

By addressing underlying deficits in emotional and sensory regulation, executive functions, and social cognition, the curriculum is designed to help move students toward independent regulation. The Zones of Regulation incorporates Social Thinking® concepts and numerous visuals to teach students to identify their feelings/level of alertness, understand how their behavior impacts those around them, and learn what tools they can use to manage their feelings and states.

The Four Zones: Our Feelings & States Determine Our Zone

The Red Zone is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, explosive behavior, devastation, or terror when in the Red Zone.

The Yellow Zone is also used to describe a heightened state of alertness and elevated emotions; however, one has some control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.

The Green Zone is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.

The Blue Zone is used to describe low states of alertness and down feelings, such as when one feels sad, tired, sick, or bored.

The Zones can be compared to traffic signs. When given a green light or in the Green Zone, one is “good to go”. A yellow sign means be aware or take caution, which applies to the Yellow Zone. A red light or stop sign means stop, and when one is the Red Zone, this often is the case. The Blue Zone can be compared to the rest area signs where one goes to rest or re-energize. All of the zones are expected at one time or another, but the curriculum focuses on teaching students how to manage their Zone based on the environment and people around them. For example, when playing on the playground or in an active/competitive game, no one would think twice about one being in the Yellow Zone but that would not be same in the library.

What is **Response to Intervention**?

Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be provided by a variety of personnel, including general education teachers, special educators, and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. RTI is designed for use when making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by child outcome data.

For RTI implementation to work well, the following essential components must be implemented with fidelity and in a rigorous manner:

- *High-quality, scientifically based classroom instruction.* All students receive high-quality, research-based instruction in the general education classroom.
- *Ongoing student assessment.* Universal screening and progress monitoring provide information about a student's learning rate and level of achievement, both individually and in comparison with the peer group. These data are then used when determining which students need closer monitoring or intervention. Throughout the RTI process, student progress is monitored frequently to examine student achievement and gauge the effectiveness of the curriculum. Decisions made regarding students' instructional needs are based on multiple data points taken in context over time.
- *Tiered instruction.* A multi-tier approach is used to efficiently differentiate instruction for all students. The model incorporates increasing intensities of instruction offering specific, research-based interventions matched to student needs.
- *Parent involvement.* Schools implementing RTI provide parents information about their child's progress, the instruction and interventions used, the staff who are delivering the instruction and the academic or behavioral goals for their child.