



WETASKIWIN REGIONAL PUBLIC SCHOOLS



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

ALDER FLATS ELEMENTARY

(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 focused effort on student literacy and numeracy utilizing Response to Intervention strategies.
- Ensure a positive learning environment using long term proven programs that focusses on positive social skills, consistency of expectations, self-regulation and celebrations of success.

Three year school plan

Combined 2018 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	82.1	83.2	79.3	89.0	89.5	89.4	Intermediate	Maintained	Acceptable
Student Learning Opportunities	Program of Studies	82.1	82.4	73.2	81.8	81.9	81.7	Very High	Maintained	Excellent
	Education Quality	76.1	84.5	76.1	90.0	90.1	89.9	Very Low	Maintained	Concern
	Drop Out Rate	n/a	n/a	n/a	2.3	3.0	3.3	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	78.0	78.0	77.0	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	44.4	55.8	26.8	73.6	73.4	73.3	Very Low	Improved	Issue
	PAT: Excellence	2.8	1.7	0.6	19.9	19.5	19.2	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.7	83.0	83.0	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.2	22.2	21.7	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	55.7	54.9	54.7	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	63.4	62.3	61.5	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	58.7	57.9	59.0	n/a	n/a	n/a
	Work Preparation	83.3	85.7	69.6	82.4	82.7	82.4	High	Maintained	Good
	Citizenship	70.0	83.1	77.0	83.0	83.7	83.7	Low	Maintained	Issue
Parental Involvement	Parental Involvement	88.5	70.5	67.6	81.2	81.2	81.0	Very High	Improved	Excellent
Continuous Improvement	School Improvement	86.8	83.9	68.4	80.3	81.4	80.7	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. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
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 fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
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 fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
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.
12. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

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		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	*	6.7	17.9	55.8	44.4		Very Low	Improved	Issue			
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	*	0.0	0.0	1.7	2.8		Very Low	Maintained	Concern			

Comment on Results

(an assessment of progress toward achieving the target)

Focused attention was given to L.A. outcomes with an emphasis on improving writing. Our students did well with the narrative writing.

1. **Utilize timely assessments to allow for adjustments of strategies and effective interventions.**
2. **Be consistent schoolwide with assessments in math, reading, writing and working with words and use this as a guide to be responsive to student learning.**

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 fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.

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

Performance Measure	Results (in percentages)					Target 2018	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	40.8	74.8	73.1	83.1	70.0		Low	Maintained	Issue			
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.	n/a	55.4	67.9	85.7	83.3		High	Maintained	Good			

Comment on Results

(an assessment of progress toward achieving the target)

The Olweus and Zones of Regulation continue to have positive effects. Some fluctuations occur due to the low number of parent responses.

1. Continue with positive social programs.
2. Keep communication and clarity of behavioral expectations clear.
3. Continue to acknowledge positive behaviors with attendance and student awards.
4. Continue with the leadership program linked to BMC to create opportunities for students in grades 4-6 to practice social skills/leadership skills that will help them as they move to junior high.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the Our SCHOOL/TTFM (Tell Them From Me) survey tool.

Outcome Two: Alberta’s education system supports First Nations, Métis, and Inuit students’ success

(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		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	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).	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.

1. Continue the use of Indigenous E.A. support for academic help.
2. Continue with interschool collaboration with BMC for a seamless transition for students.

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).

Outcome Three: Alberta’s education system respects diversity and promotes inclusion

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018		2018	Achievement	Improvement	Overall	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.	59.7	78.5	76.2	83.2	82.1		Intermediate	Maintained	Acceptable			

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

There are some annual fluctuations based on the number of parents responding.

1. **Continue with strategies from Outcome 1 above. (Attitudes and Behaviours)**
2. **Implement monthly positive mindset goals for students to work towards.**
3. **Allow students to work together to do presentations at our monthly assemblies.**
4. **Promote working together through our leadership program.**

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
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.	n/a	63.7	73.4	82.4	82.1		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. Our music program, Christmas concert, the interschool Track and Field meet, Archery program, swimming lessons, Science in Motion, our increased use of technology in our classrooms and our monthly events continue to enhance experience for students

1. 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. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

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

Performance Measure	Results (in percentages)					Target 2018	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2019	2020	2021
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.	66.7	49.6	71.8	83.9	86.8		Very High	Improved Significantly	Excellent			
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	n/a	66.8	65.7	70.5	88.5		Very High	Improved	Excellent			
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	82.8	75.9	68.0	84.5	76.1		Very Low	Maintained	Concern			

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.

1. Increase effective communication to parents about academic and social support programs.
2. Implement consistent assessment in math and literacy to show student improvement over the course of the year.
3. Use of effective communication by teachers on a monthly basis so parents are aware of what is happening academically in classrooms.

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

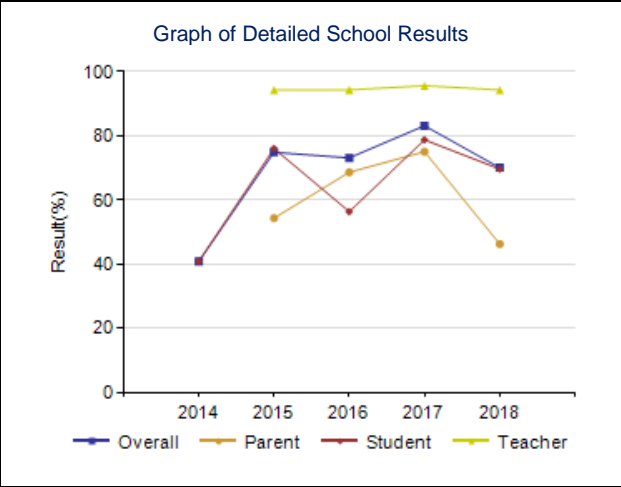
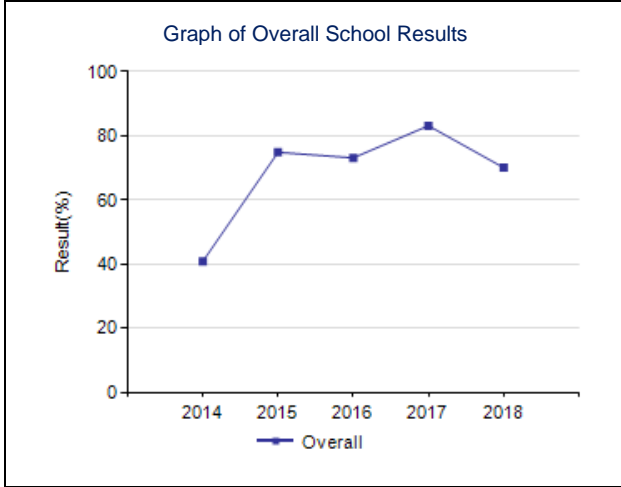
APPENDIX – Measure Details

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

Citizenship – Measure Details

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

	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	40.8	74.8	73.1	83.1	70.0	78.2	78.4	79.3	78.6	75.2	83.4	83.5	83.9	83.7	83.0
Teacher	*	94.3	94.3	95.6	94.3	91.8	91.6	93.9	91.8	88.7	93.8	94.2	94.5	94.0	93.4
Parent	*	54.3	68.6	75.0	46.2	76.3	76.3	74.6	75.1	69.9	81.9	82.1	82.9	82.7	81.7
Student	40.8	76.0	56.3	78.7	69.6	66.6	67.3	69.6	68.9	66.9	74.5	74.2	74.5	74.4	73.9



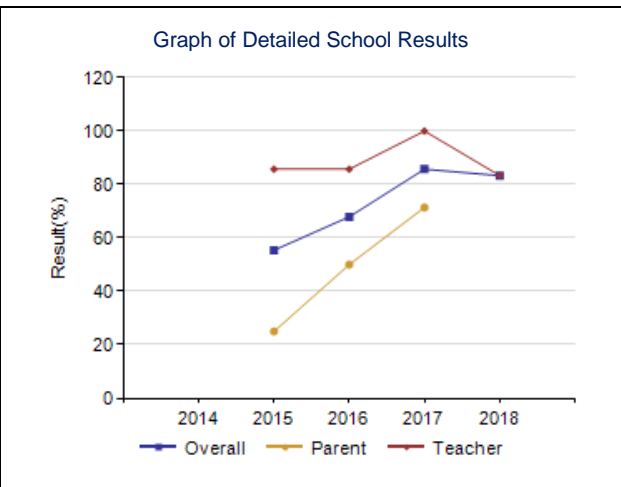
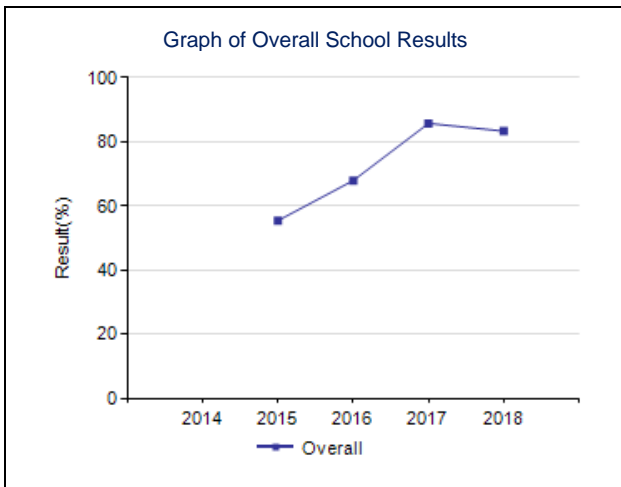
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	n/a	55.4	67.9	85.7	83.3	79.0	77.1	75.8	75.3	77.6	81.2	82.0	82.6	82.7	82.4
Teacher	*	85.7	85.7	100.0	83.3	91.8	86.9	89.5	85.5	88.1	89.3	89.7	90.5	90.4	90.3
Parent	*	25.0	50.0	71.4	*	66.3	67.2	62.0	65.0	67.1	73.1	74.2	74.8	75.1	74.6



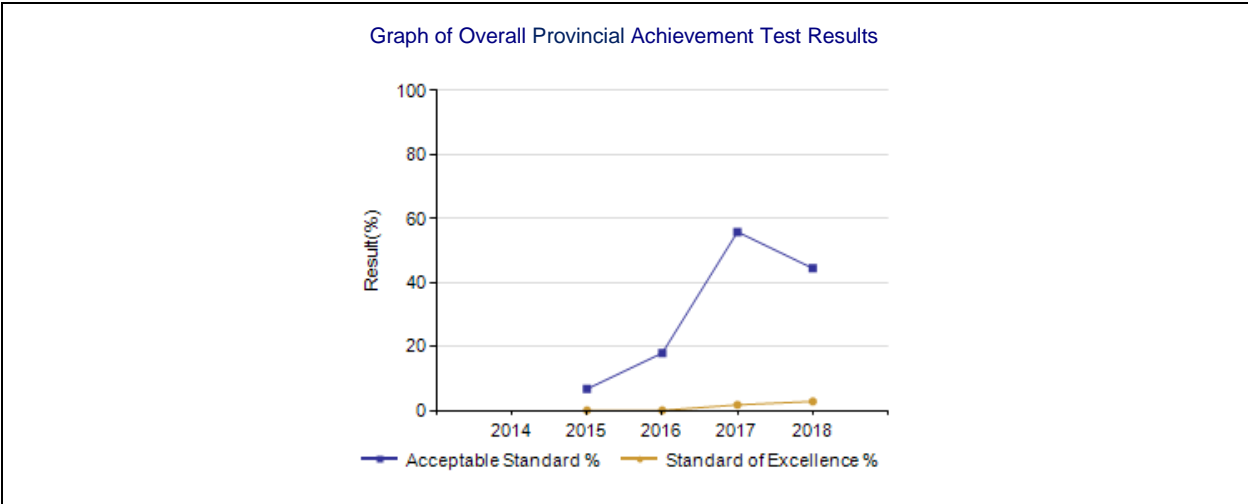
Notes: Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2014		2015		2016		2017		2018		2018	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	*	*	13.3	0.0	35.7	0.0	63.3	0.0	55.6	0.0		
	Authority	79.9	12.8	78.9	12.7	76.2	10.2	75.9	12.2	74.8	16.6		
	Province	81.9	17.6	82.8	19.5	82.9	20.4	82.5	18.9	83.5	17.9		
French Language Arts 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	88.9	22.2	87.5	0.0	100.0	0.0	77.8	0.0	30.0	0.0		
	Province	88.0	15.6	87.5	13.6	87.7	14.2	85.1	13.5	85.2	12.3		
Français 6	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	90.6	17.1	89.0	15.0	91.4	17.2	92.1	21.6	93.3	23.1		
Mathematics 6	School	*	*	13.3	0.0	35.7	0.0	53.3	0.0	33.3	5.6		
	Authority	67.7	12.2	65.3	9.2	62.7	6.3	58.4	6.6	63.4	9.3		
	Province	73.5	15.4	73.2	14.1	72.2	14.0	69.4	12.6	72.9	14.0		
Science 6	School	*	*	*	*	*	*	66.7	6.7	44.4	5.6		
	Authority	66.7	24.8	62.7	15.2	67.5	18.5	67.1	17.6	60.7	26.0		
	Province	75.9	24.9	76.3	25.3	78.0	27.1	76.9	29.0	78.8	30.5		
Social Studies 6	School	*	*	*	*	*	*	40.0	0.0	44.4	0.0		
	Authority	56.0	12.8	54.2	10.0	59.0	11.7	61.6	14.1	62.6	17.0		
	Province	70.4	16.6	69.8	18.1	71.4	22.0	72.9	21.7	75.1	23.2		

Notes:

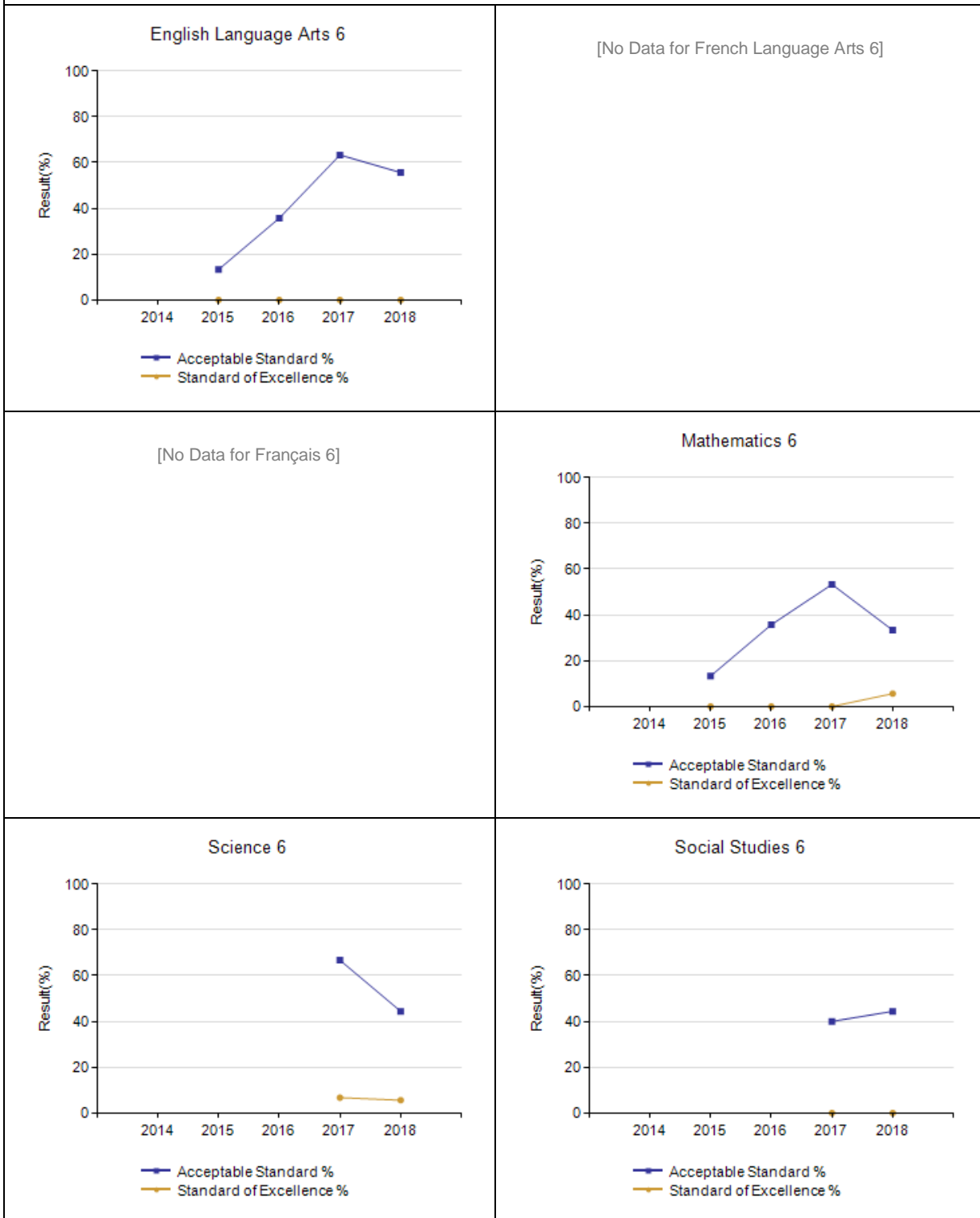
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/2017 and Mathematics 9 in 2017/2018, respectively.



Notes:

- 1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- 2. Participation in Provincial Achievement Tests was impacted 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 this event.

Graph of Provincial Achievement Test Results by Course



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in Provincial Achievement Tests was impacted 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 this event.
3. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/2017 and Mathematics 9 in 2017/2018, respectively.

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

		Alder Flats Elementary School						Alberta				
		Achievement	Improvement	Overall	2018		Prev 3 Year Average		2018		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	Very Low	Improved	Issue	18	55.6	20	37.5	51,540	83.5	48,248	82.7
	Standard of Excellence	Very Low	Maintained	Concern	18	0.0	20	0.0	51,540	17.9	48,248	19.6
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,326	85.2	3,007	86.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,326	12.3	3,007	13.7
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	611	93.3	528	90.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	611	23.1	528	18.0
Mathematics 6	Acceptable Standard	Very Low	Maintained	Concern	18	33.3	20	34.1	51,486	72.9	48,172	71.6
	Standard of Excellence	Very Low	Improved	Issue	18	5.6	20	0.0	51,486	14.0	48,172	13.6
Science 6	Acceptable Standard	Very Low	Declined	Concern	18	44.4	30	66.7	51,517	78.8	48,180	77.1
	Standard of Excellence	Very Low	Maintained	Concern	18	5.6	30	6.7	51,517	30.5	48,180	27.1
Social Studies 6	Acceptable Standard	Very Low	Maintained	Concern	18	44.4	30	40.0	51,525	75.1	48,170	71.4
	Standard of Excellence	Very Low	Maintained	Concern	18	0.0	30	0.0	51,525	23.2	48,170	20.6

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 fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/2017 and Mathematics 9 in 2017/2018, respectively.

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
French Language Arts 6	Acceptable Standard	0.00 - 41.69	41.69 - 73.54	73.54 - 92.32	92.32 - 97.93	97.93 - 100.00
	Standard of Excellence	0.00 - 2.72	2.72 - 8.13	8.13 - 15.29	15.29 - 23.86	23.86 - 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:

1. 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. 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

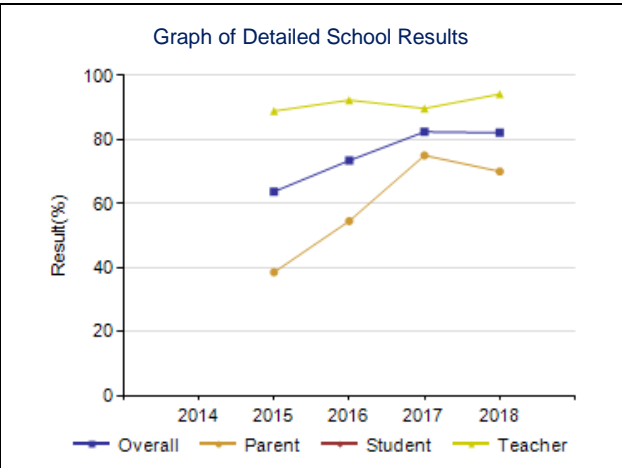
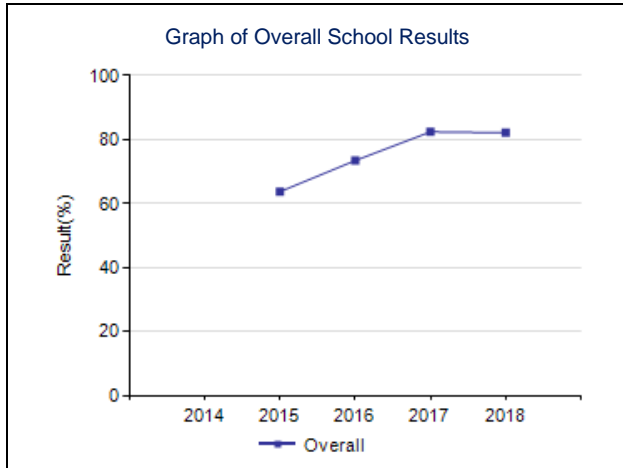
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	n/a	63.7	73.4	82.4	82.1	77.2	77.3	76.5	76.8	76.3	81.3	81.3	81.9	81.9	81.8
Teacher	*	88.9	92.3	89.7	94.2	86.6	85.2	84.8	85.2	86.8	87.5	87.2	88.1	88.0	88.4
Parent	*	38.5	54.5	75.0	70.0	71.9	72.3	71.5	71.1	69.8	79.9	79.9	80.1	80.1	79.9
Student	n/a	n/a	n/a	n/a	n/a	73.2	74.5	73.3	74.2	72.1	76.6	76.9	77.5	77.7	77.2



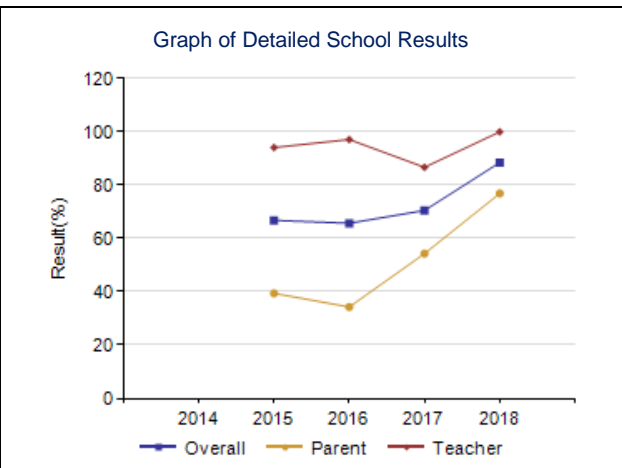
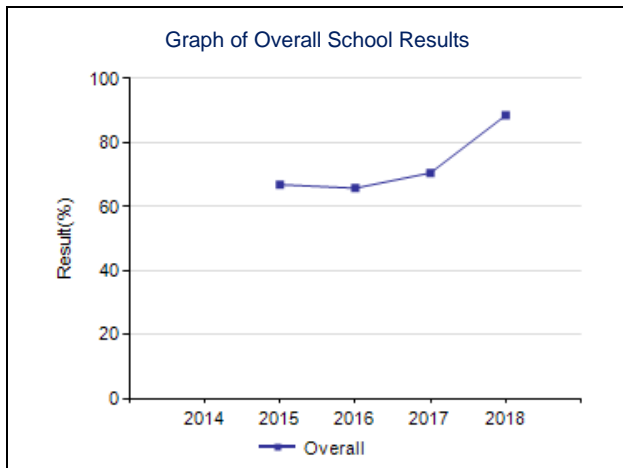
Notes:

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2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.

Parental Involvement – Measure Details

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

	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	n/a	66.8	65.7	70.5	88.5	80.6	79.2	79.2	80.1	78.0	80.6	80.7	80.9	81.2	81.2
Teacher	*	94.1	97.1	86.7	100.0	90.1	88.2	88.5	87.9	90.1	88.0	88.1	88.4	88.5	88.9
Parent	*	39.4	34.3	54.3	76.9	71.1	70.2	70.0	72.3	65.8	73.1	73.4	73.5	73.9	73.4



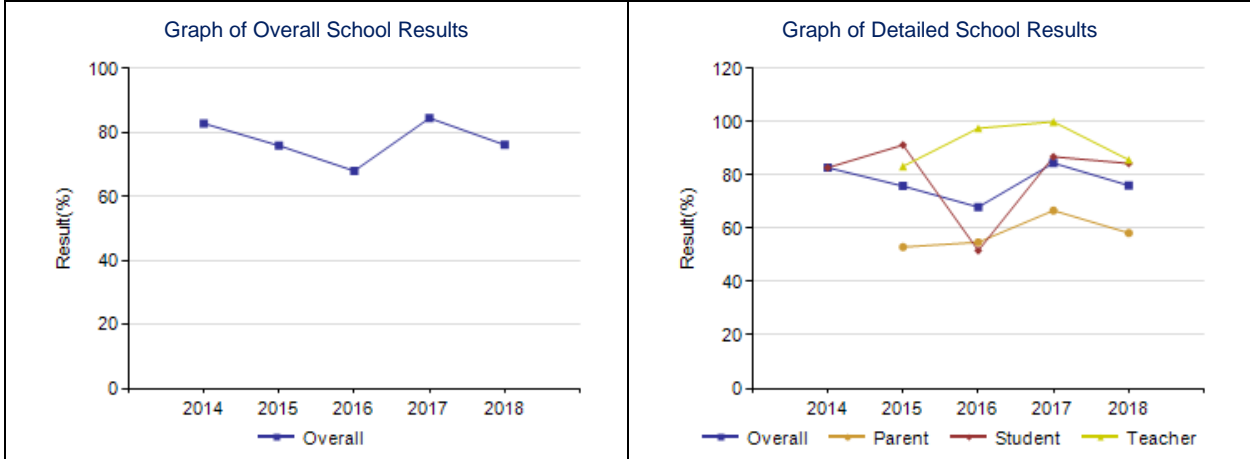
Notes:

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Education Quality – Measure Details

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

	School					Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	82.8	75.9	68.0	84.5	76.1	86.9	87.6	87.3	88.3	86.7	89.2	89.5	90.1	90.1	90.0
Teacher	*	83.3	97.6	100.0	85.7	96.7	94.6	96.1	95.5	95.9	95.5	95.9	96.0	95.9	95.8
Parent	*	53.0	54.8	66.7	58.3	79.3	81.9	79.7	82.8	77.6	84.7	85.4	86.1	86.4	86.0
Student	82.8	91.3	51.7	86.9	84.4	84.8	86.3	86.2	86.6	86.5	87.3	87.4	88.0	88.1	88.2



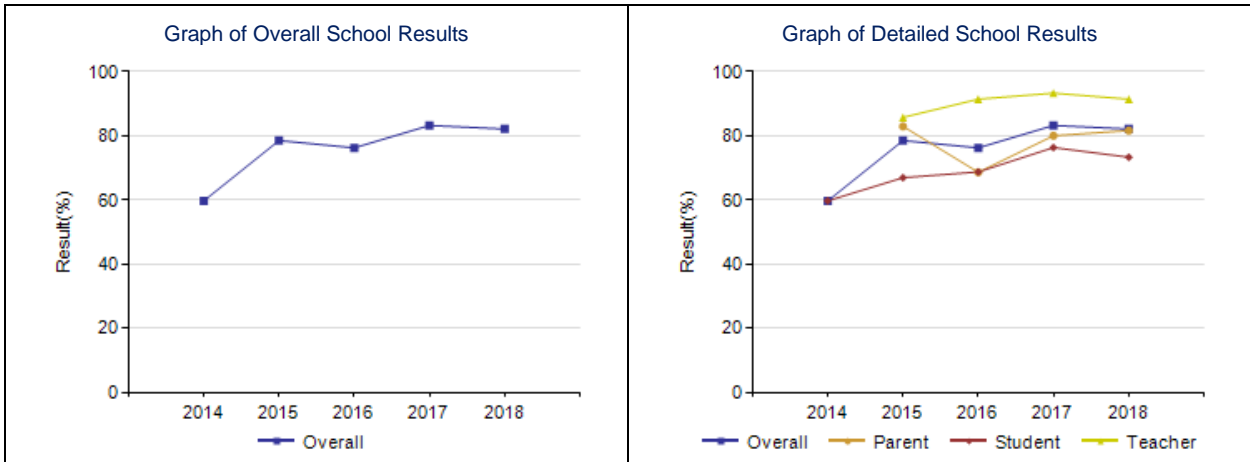
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Safe and Caring – Measure Details

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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	59.7	78.5	76.2	83.2	82.1	85.8	86.8	86.0	85.8	85.2	89.1	89.2	89.5	89.5	89.0
Teacher	*	85.7	91.4	93.3	91.4	95.1	93.2	94.7	94.2	94.2	95.3	95.4	95.4	95.3	95.0
Parent	*	82.9	68.6	80.0	81.6	84.9	87.7	83.9	83.9	83.5	88.9	89.3	89.8	89.9	89.4
Student	59.7	66.9	68.7	76.3	73.3	77.3	79.3	79.3	79.4	77.7	83.1	83.0	83.4	83.3	82.5



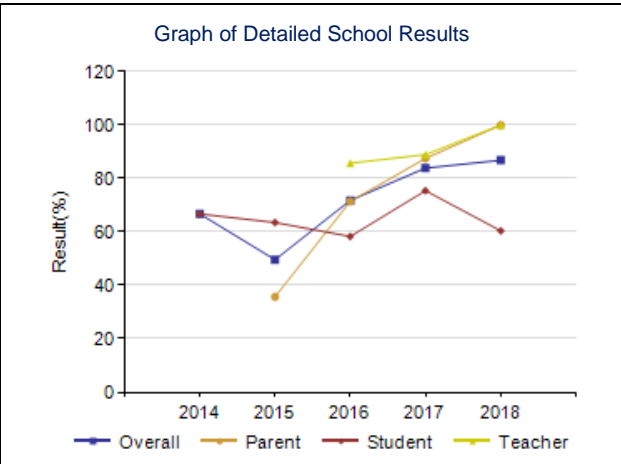
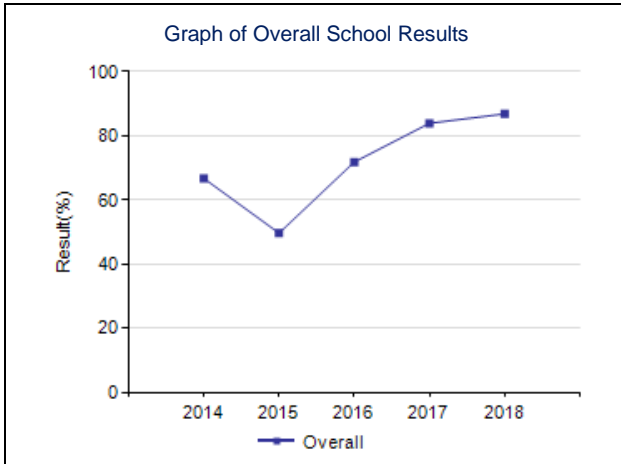
Notes:

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2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Overall	66.7	49.6	71.8	83.9	86.8	75.9	75.7	73.8	75.1	74.5	79.8	79.6	81.2	81.4	80.3
Teacher	*	*	85.7	88.9	100.0	82.6	82.6	77.9	78.5	78.5	81.3	79.8	82.3	82.2	81.5
Parent	*	35.7	71.4	87.5	100.0	71.9	70.4	67.2	71.0	74.4	77.0	78.5	79.7	80.8	79.3
Student	66.7	63.5	58.3	75.4	60.4	73.3	74.1	76.2	75.9	70.7	81.2	80.7	81.5	81.1	80.2



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Behavior expectations for addressing bullying.

School wide

All students will follow these four anti-bullying rules:

1. We will respect others.
2. We will try to help students are being disrespected.
3. We will try to include students who are left out.
4. 4 If we know 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.

In the Classroom

The four respect rules will be taught in all classrooms.

Students will be given the opportunity to discuss bullying. 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.

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 in 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.