

# *Landing Trail Intermediate School*

## *Combined 3-Year Education Plan and Annual Education Results Report (AERR) 2019*





*Landing Trail Intermediate School*  
*Grade 4 to 6*

<ul style="list-style-type: none"><li>• 335 Students</li><li>• 1 Principal</li><li>• 1 Assistant Principal</li><li>• 15 Teachers</li><li>• 9 Support Staff</li><li>• 1 Inclusive Education Coordinator (part-time)</li><li>• 1.25 Administrative Secretaries</li><li>• 1 Business Manager</li><li>• 1 School Counsellor (part-time)</li><li>• 1 part-time FNMI Liaison</li><li>• 2 Custodians</li></ul>	<ul style="list-style-type: none"><li>• Landing Trail Intermediate School is a grade 4-6 dual track school, a regular stream English program and French Immersion.</li><li>• We are located in a unique area nestled beside the Muskeg Creek Trails well known for hiking, running, skiing, and nature exploration. Students make use of these trails every day.</li><li>• LTIS has a Comprehensive School Health (CSH) plan. This means that we encourage healthy choices through daily physical activity, a nutrition policy that applies to what food the school may serve, and mental health through citizenship and resilience. All students are encouraged to actively participate in the classroom lessons and in the many extra-curricular activities offered at LTIS. We believe children like to learn, like to be healthy and like to succeed at school. Students should have a purposeful and meaningful experience at LTIS by shouldering responsibility and becoming active citizens.</li><li>• Students have the opportunity to participate in a variety of activities: archery, inclusive sports program, soccer, chess club, science fair, orienteering, basketball, badminton, track and field, cross country running, cross country skiing, cheerleading, and our 1k club are some of the activities students may become involved in.</li><li>• Various classes participate in a citizenship project to assist the greater school community and to promote selflessness and community service. Some examples of these projects include: cleaning and organizing the PE equipment and looking after the paper/juice recycling.</li><li>• The overarching emphasis at LTIS is to be safe, caring, welcoming and respectful. Landing Trail Intermediate School is a grade 4-6 dual track (English and French Immersion) school. Our inclusive environment provides opportunities for each student to grow and succeed academically, socially and emotionally.</li></ul>
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### LTIS Highlights 2019

- PAT success in all academic core subjects
- Screen (MIPI) math pre-assessment tool used by teachers to produce a baseline of numeracy data to drive instruction
- Nelson prescreen assessments in math were used to further determine where students strengths and areas of need were
- The LTIS science fair had over 100 participants that showcased projects, studies and experiments based on the scientific method.
- Reading supports were successful: Levelled Literacy Intervention, Precision Reading Program, Morning Reading Program and Volunteer Reading Program
- Grab and Go Breakfast Program ran all year, 5 days per week, offering students a healthy morning snack
- The snack fridge was introduced and is filled daily with healthy snack options. Students can visit the fridge from 10am to 3pm
- The Christmas Concert brought families and community into the school to enjoy singing, instrumental and drama performances from all classes in both English and French.
- The LTIS talent show was held in April.
- An inclusive sports day was held in early December and in June allowing students to choose from various winter activities such as mini sticks, hockey, cross country skiing and snow shoeing.
- Grade 6 students visited the Legislature and took part in a mock assembly to learn how laws are made.
- All math teachers participated in PD learning about various math practices.
- A staff wellness committee met once a month to plan wellness components on staff work days and other staff functions.
- The Grade 4 community mentorship program enabled 16 students to build a special relationship with a community member who visited them once a week to eat lunch and participate in fun activities.
- The class *buddy* program supported reading and math. Each month, partner classes participated in a math game or read in partners.
- Track and Field day was combined with Indigenous games which allowed students to compete in a variety of sports events such as javelin, high jump and lacrosse, teachers participated in a relay with students competing alongside
- The grade 6 trip to Jasper for 3 days was a success. Students enjoyed the hot springs, many hikes and riding the tram and hiking a mountain summit.
- The Grade 4s enjoyed the agricultural presentation enabling them to learn where their food comes from.
- The Grade 4s travelled to the Hutterite colony where agricultural and farm tours were given. Also all classes met at the Agricultural grounds where various stations were set up pertaining to science and social studies curriculum topics.
- The Grade 5 classes participated in a pond study pertaining to the science curriculum.

- LTIS hosted the cross country run race in September and cross country ski race in March for all Aspen view students and surrounding area, both were very successful and offered students a great opportunity to participate in life-long sports.
- Monthly assemblies recognized students for academic achievement and for positive behaviours. Students performed fine-arts presentations at each assembly.
- Students and staff enjoyed theme days monthly (western day, crazy hair day) and two dances at Halloween and Valentine's Day.
- LTIS collaborated with the U of A engineering program, *DiscoverE*, to have lessons delivered by engineering students based on curricular outcomes.
- EPC work experience students partnered with LTIS to assist students in their learning.
- A learning commons plan for our library was continued with gaining new rugs and some more types of seating.
- A plan to modernize our front foyer continued, we added books and planned for a makerspace cart and 2 murals.
- The FI bookroom and remedial resource base was completed and was in full use for remedial FI support.
- Flying High was a huge hit. Our student conference where various community members and staff provide students with sessions where skills are introduced and practiced (examples: Archery, RCMP, fly fishing, Fish and Wildlife)
- Citizenship projects were carried out, where various classes provide a service to the school such as recycle club, 1k club team and art room organizers.
- The Terry Fox *run-a-thon* and our community Terry Fox celebrations were successful and drew community and family to participate in this event.
- Our choir sang a song composed by our music teacher, Mr. Tkach, at the Remembrance Day ceremony where the local Legion Branch were part of the celebration.
- Break a Rule Day at LTIS raises money for school projects in Africa.
- *Fill the Foyer with Food* is a food bank effort in which our students participate in conjunction with The Athabasca Good Samaritan Association.
- Our staff wellness room was developed and put into use; this room contains treadmills, stationary bike, weights and a ping-pong table. Staff use this room regularly.

**Combined 2019 Accountability Pillar Overall Summary**

Measure Category	Measure	Landing Trail Intermediate Sch			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	95.7	89.9	88.7	89.0	89.0	89.3	Very High	Improved Significantly	Excellent
Student Learning Opportunities	Program of Studies	86.1	84.8	83.3	82.2	81.8	81.9	Very High	Maintained	Excellent
	Education Quality	95.2	93.3	89.8	90.2	90.0	90.1	Very High	Improved Significantly	Excellent
	Drop Out Rate	n/a	n/a	n/a	2.6	2.3	2.9	n/a	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.1	78.0	77.5	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	86.6	84.3	82.7	73.8	73.6	73.6	Very High	Maintained	Excellent
	PAT: Excellence	25.6	26.0	20.1	20.6	19.9	19.6	High	Maintained	Good
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.6	83.7	83.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.0	24.2	22.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.3	55.7	55.1	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	64.8	63.4	62.2	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	59.0	58.7	58.7	n/a	n/a	n/a
	Work Preparation	83.3	76.1	76.4	83.0	82.4	82.6	High	Maintained	Good
	Citizenship	92.6	86.7	83.0	82.9	83.0	83.5	Very High	Improved Significantly	Excellent
Parental Involvement	Parental Involvement	84.0	77.1	77.7	81.3	81.2	81.1	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	92.9	91.5	82.5	81.0	80.3	81.0	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 (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 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 and May to June 2019. 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 fires in May to June 2016 and May to June 2019. 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 2015/16 school year. Caution should be used when interpreting trends over time.
11. 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 that 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
Rutherford Scholarship Eligibility Rate	0.00 - 47.98	47.98 - 55.78	55.78 - 68.95	68.95 - 74.96	74.96 - 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		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	74.1	78.1	85.5	84.3	86.6		Very High	Maintained	Excellent	86.8		
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	15.8	19.0	15.4	26.0	25.6		High	Maintained	Good	25.8		

### Comment on Results

(an assessment of progress toward achieving the target)

- Grade 6 students achieving in the acceptable standard can be attributed to the reading intervention program: Morning Reading Program-where students reading below grade level meet three times a week from 8:00am to 8:45am and receive reading supports from a group of teachers. Areas focused on were reading fluency/accuracy and comprehension.
- The *Precision Reading Program* was another intervention to assist low readers with reading fluency.
- Targeted interventions such as the volunteer reading program in grade 5 (where community members read with students below grade level) were in place with this group thus improving overall reading levels of the cohort of students entering grade 6
- The Levelled Literacy Program targeted students reading 6 months to a year below grade level in grade 4, focus is to move these students to grade level reading end of grade 4.
- A school wide focus on PATs and academic achievement in general.
- Targeted math PD examining levels of complexity of questions (for assessment and lesson purposes) for all grade teachers.

### Strategies

- Incorporated into the school literacy and numeracy plan is a focus on moving student performance from the acceptable to the excellence range in reading, writing and math. Specific strategies listed are:
- 1. standardizing writing assessment from grade 4 to 6 with the same assessment rubrics used in PAT assessments aligning with grade level curriculum outcome expectations
- 2. examining student exemplars and practice assessing as a group
- 3. Professional development sessions will focus on providing quality feedback to students. Research articles from Hattie and Marzano will be used to facilitate learning of how, when and what feedback to give students.
- A math action plan component will focus on using the MIPI (Math Instrument Programming Intervention) to screen all students on the previous grade math outcomes. The intent of this tool will assist teachers in targeted math programming. The MIPI will be implemented in early September.
- Two digital math support resources will be used to aid math fact fluency and math concept practice. These tools are Reflex math and IXL; both tools are diagnostic and track student data. These supports will be emphasised for students to use at home.
- Parent/caregiver communication will focus on the importance of memory work and how this can improve student learning. Strategies such as using the two digital math resources will be suggestions for parents to help their children.
- A math action plan component will focus on teachers learning how to use math pre-screens, diagnostic assessments and intervention pathways for remedial math purposes. The *Leaps and Bounds* program will be implemented for remedial math intervention.
- A buddy class program to target math basic fact improvement and reading fluency improvement will be implemented.
- Math curriculum support will be timetabled to allow teachers time to focus on remedial or enrichment support for students in a small group or individual format.

- Science with Carmen was implemented as a partnership with the Athabasca University science department to enhance experiential and theoretical science learning at LTIS.
- LTIS hosted a science Fair in which 40 projects were submitted.

Notes:

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2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 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 and May to June 2019. 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	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	78.8	79.6	82.7	86.7	92.6		Very High	Improved Significantly	Excellent	92.8		

**Comment on Results**

(an assessment of progress toward achieving the target)

- Continued implementation of our class citizenship projects: each class has a service role within the school where they take active ownership and provide a support to ensure the school runs smoothly.
- For science instruction, the engineering students form the U of A taught science outcomes in a hands on and very engaging format. Students interacted and were able to observe students in university teaching them and thus reflect on future careers and interests.
- EPC work experience students completed a full session in various classrooms assisting students and teachers. LTIS students were able to observe students in action making choices to learn more about possible future careers.
- Annual student conference called *Flying High*, students see and experience firsthand various sessions run by community members highlighting real world application of various skills. (Fish and Wildlife, RCMP, Fire Department, Hair Styling are a few session examples)

**Strategies**

**Strategies for active citizenship:**

- Most classes have a citizenship project which provides a service to our school community. Some examples of citizenship projects:
  - 1k club
  - Recycle club
  - Art Room organization
  - *Grab and Go* morning assistance
  - Student Vote (grade 4 to 6) participation, grade 6 student cohort had specific formal roles
- The aim of our citizenship programming is for students to have the opportunity to serve their school and community by performing selfless acts that benefit their immediate surroundings and gain meaning in their lives.
- Highlighting citizenship projects to students, parents and community will continue to illustrate awareness to all stakeholders of value of these projects. We highlight projects on our website/Facebook and at monthly assemblies providing positive reinforcement to each class.
- Continue to communicate how these projects assist our school community.

**Strategies for success in the workplace:**

- Staff training for mental health literacy and programming will continue, this training specifically targets students in their growth mindset in relation to how they deal with stress.
- Strategies within the framework of this training provide excellent foundational skills to provide students success in the workplace and other environments as they mature and grow.
- Mental health literacy training will be provided by our school councillor.

- An increased emphasis on study skills will be targeted in each grade. Teachers will create consistent study guides to ensure students know what they need to study. Teachers will teach study habits to improve study skills. Students will be learning the benefits of positive stress to improve their performance which is a real world skill.
- Partnering with the Athabasca University to provide students with the opportunity to see higher learning facilities and adults modeling career choices and teachings in action. This is in the science subject area.
- LTIS plans to invite the U of A Engineering students. They will teach science outcomes and model higher level university learning as a career choice.
- LTIS will plan for our annual Flying High student conference. Various community members and staff members provide students with opportunities to participate in 4 sessions where skills are introduced and taught to students. Student see first hand many career choices and are able to participate in many different career areas. EX: RCMP and Fish and Wildlife

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.

## Outcome Two: First Nations, Métis, and Inuit students in Alberta are successful

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

Performance Measure	Results (in percentages)					Target 2019	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	72.0	68.8	83.7	65.4	74.3		Intermediate	Maintained	Acceptable	75		
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).	8.0	12.5	15.2	17.9	12.8		Low	Maintained	Issue	13		
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)

- Some FNMI families are not identifying their children as FNMI for various reasons. This negatively affected our academic results.
- Exemptions for PATs negatively affected our academic results.
- Attendance is emphasized and tracked. Steps are taken to address attendance concerns.
- Academic and social supports are put in place where required: morning reading program, precision reading program, volunteer reading program as well as community and school mentorship programs.
- Infusion of FNMI reading materials into Language Arts and other subject areas.
- An emphasis on all programming decisions are made in an inclusive fashion. All students are tracked and programming decisions are strategically made based on student need.

### Strategies

- Regular attendance will continue to be monitored closely.
- Academic and social support programs will continue.
- Social supports such as the community mentorship program will be offered.
- Maintaining strong ties with the Athabasca Native Friendship Centre.
- Coordination with our FNMI liaison will provide teacher support and will provide students to lead two clubs (FNMI storytelling and crafting)
- Professional development for staff will focus on debunking negative myths and stereotypes regarding FNMI culture, thus improving staff understanding of FNMI challenges.
- Grab and Go breakfast program and Snack Program (fridge in foyer open to students) will be available to all students.
- Drumming or other cultural components will be brought in to celebrate FNMI culture to the school.
- FNMI coordinators will continue to work with teachers and administration to support students and families.

Notes:

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2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 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 and May to June 2019. 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 fires in May to June 2016 and May to June 2019. 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 2015/16 school year. Caution should be used when interpreting trends over time.

### Outcome Three: Alberta has excellent teachers, school leaders, and school authority leaders

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019		2019	Achievement	Improvement	Overall	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.	71.4	81.4	83.7	84.8	86.1		Very High	Maintained	Excellent	86.3		

**Comment on Results**

(an assessment of progress toward achieving the target)

- There is a school-wide commitment to offer a balanced educational program at LTIS (academic, sports and health, fine arts and technology), with academics at the forefront.

**Strategies**

- Continued emphasis on offering fine-arts courses and daily physical education.
- Clubs and activities are created to encompass a wide range of interests such as academic, sports and fine arts (science fair, student mentorship club, school sports teams, archery club, music clubs, ski club, 1 Km club are a few examples).
- Technology infused where appropriate to enhance student learning: Chromebook implementation, google classroom, etc.
- School wide implementation of the *zones of regulation* which is a tool to provide teachers and students information about emotional and behavioural self-regulation.
- Continued emphasis on Comprehensive School Health committing to a school culture where physical, social and emotional health is a priority. Students have purposeful and meaningful experiences at LTIS by shouldering responsibility and becoming active citizens.

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’s education system is well governed and managed

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
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.	85.3	87.8	88.3	89.9	95.7		Very High	Improved Significantly	Excellent	95		
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	86.6	87.9	88.2	93.3	95.2		Very High	Improved Significantly	Excellent	95		
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.	77.7	72.5	80.6	76.1	83.3		High	Maintained	Good	83.5		
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning. <i>(This measure is required for charter and private school authorities that do not have grades 10-12.)</i>	56.1	56.5	62.3	65.7	72.6		n/a	n/a	n/a			
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	74.5	77.3	78.8	77.1	84.0		Very High	Maintained	Excellent	84.2		
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.	73.1	78.1	78.0	91.5	92.9		Very High	Improved Significantly	Excellent	93		

### Comment on Results

*(an assessment of progress toward achieving the target)*

- Progress can be attribute to increased communication/celebrations in academic, fine arts, community involvement and extracurricular programming by using the school website, Facebook page, Swift K-12 communication system and teacher communication systems such as weekly emails.
- Emphasis placed on academic programming that provide supports such as morning reading program, community volunteer reading program, levelled literacy intervention, precision reading program, community and student mentorship programs and a variety of extra-curricular sports and clubs.
- Adding discussion items to the agenda at parent council meetings to increase parent engagement.

### Strategies

- Continued discussion items on agendas at school council meetings.
- Continued implementation of literacy and math action plan outlining specific strategies to target improvement.
- In-house professional development opportunities such as specific learning and work sessions organized to target best teaching practices.
- Increased focus on regular student attendance.
- Implementation of teacher feedback model by administration- targeting best practices in teacher instruction. Feedback will be based on classroom observations and based on evidence research from Hattie and Marzano aligning with the Teacher Quality Standard.

- Continued communication/celebrations in academic, fine arts, community involvement and extracurricular programming by using the school website, Facebook page, alert communication system and teacher communication systems.
- Continued implementation of class citizenship projects which highlight how students can first-hand contribute to the well-being of their school and gain a sense of meaning in their lives.
- Continued emphasis placed on academic programming, providing supports such as morning reading program, community volunteer reading program, precision reading program, community and student mentorship programs and a variety of extra-curricular sports and clubs.
- Timetable organization to allow for curriculum enhancement sessions provided to students targeting remedial or enrichment opportunities for students in math.

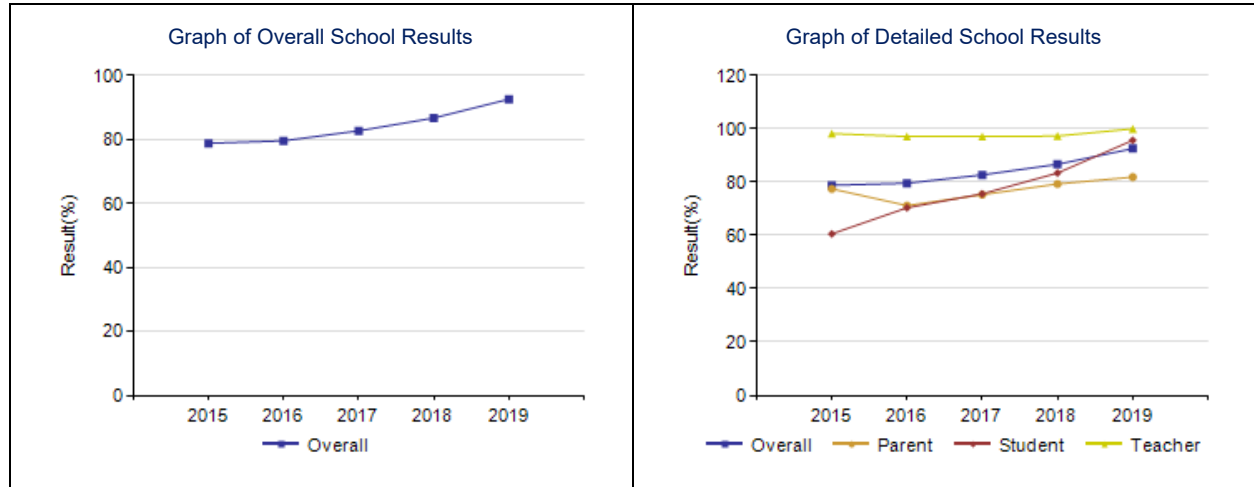
Notes:

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.

**Citizenship – Measure Details**

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

	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	78.8	79.6	82.7	86.7	92.6	79.8	76.9	81.0	81.8	83.1	83.5	83.9	83.7	83.0	82.9
Teacher	98.2	97.1	97.1	97.3	100.0	93.6	92.4	95.2	94.7	94.4	94.2	94.5	94.0	93.4	93.2
Parent	77.5	71.2	75.3	79.3	81.9	80.2	71.5	75.3	73.9	75.3	82.1	82.9	82.7	81.7	81.9
Student	60.6	70.4	75.6	83.4	95.7	65.5	66.6	72.6	76.7	79.6	74.2	74.5	74.4	73.9	73.5

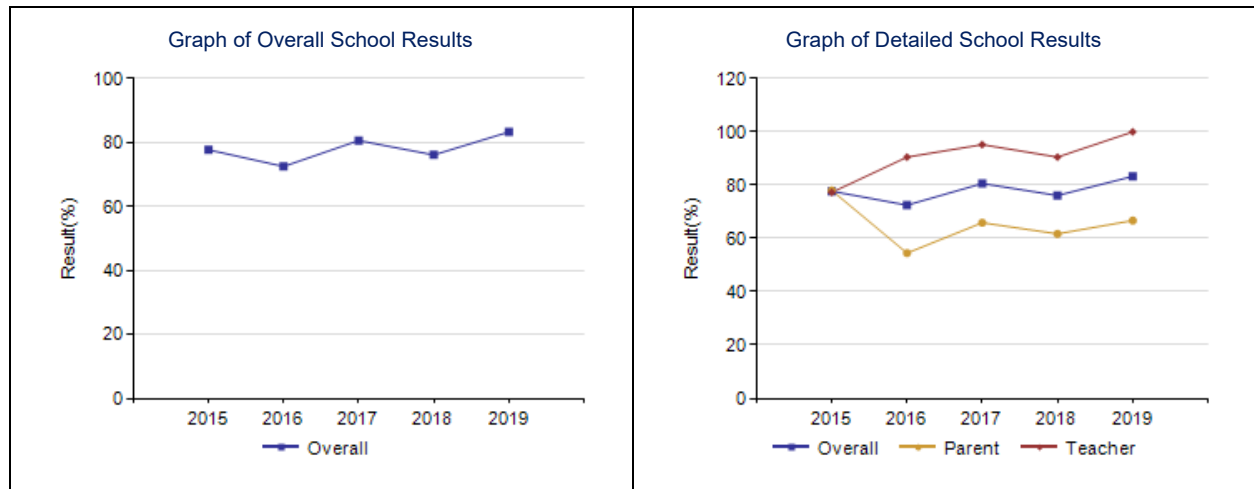


- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
  2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them 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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	77.7	72.5	80.6	76.1	83.3	81.0	74.6	78.4	77.1	82.0	82.0	82.6	82.7	82.4	83.0
Teacher	77.3	90.5	95.2	90.5	100.0	87.8	88.7	92.8	92.2	95.4	89.7	90.5	90.4	90.3	90.8
Parent	78.0	54.5	65.9	61.7	66.7	74.2	60.4	63.9	62.0	68.6	74.2	74.8	75.1	74.6	75.2



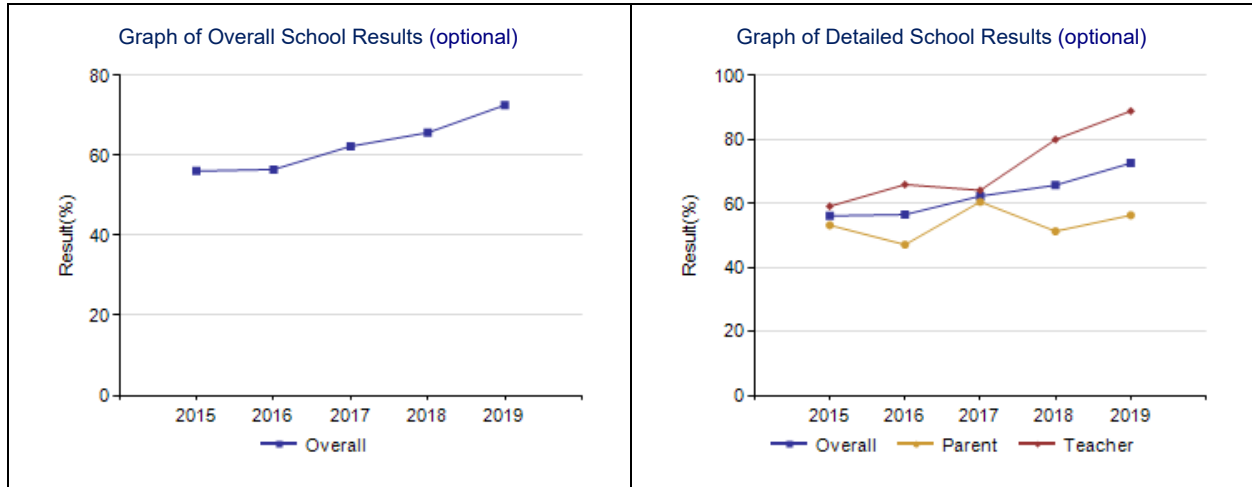
- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).



**Lifelong Learning – Measure Details (OPTIONAL)**

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	56.1	56.5	62.3	65.7	72.6	68.3	66.1	73.0	73.2	72.6	70.0	70.7	71.0	70.9	71.4
Teacher	59.1	65.9	64.1	80.0	88.9	76.4	77.2	85.9	85.1	89.6	76.0	77.3	77.3	77.8	78.8
Parent	53.2	47.1	60.5	51.3	56.3	60.3	54.9	60.1	61.2	55.7	64.0	64.2	64.8	64.0	64.0

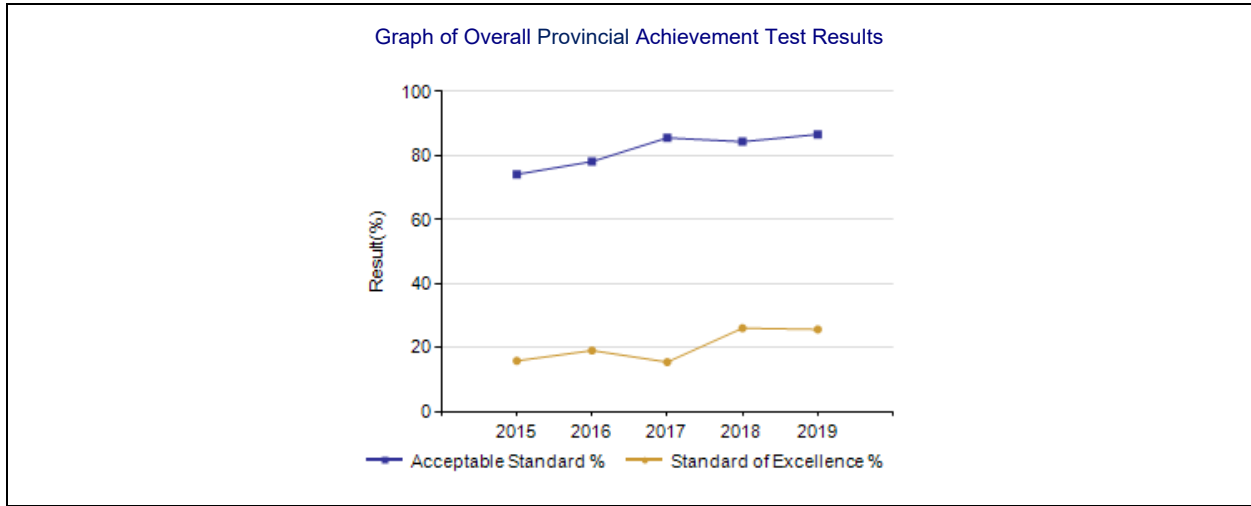


Notes:

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**

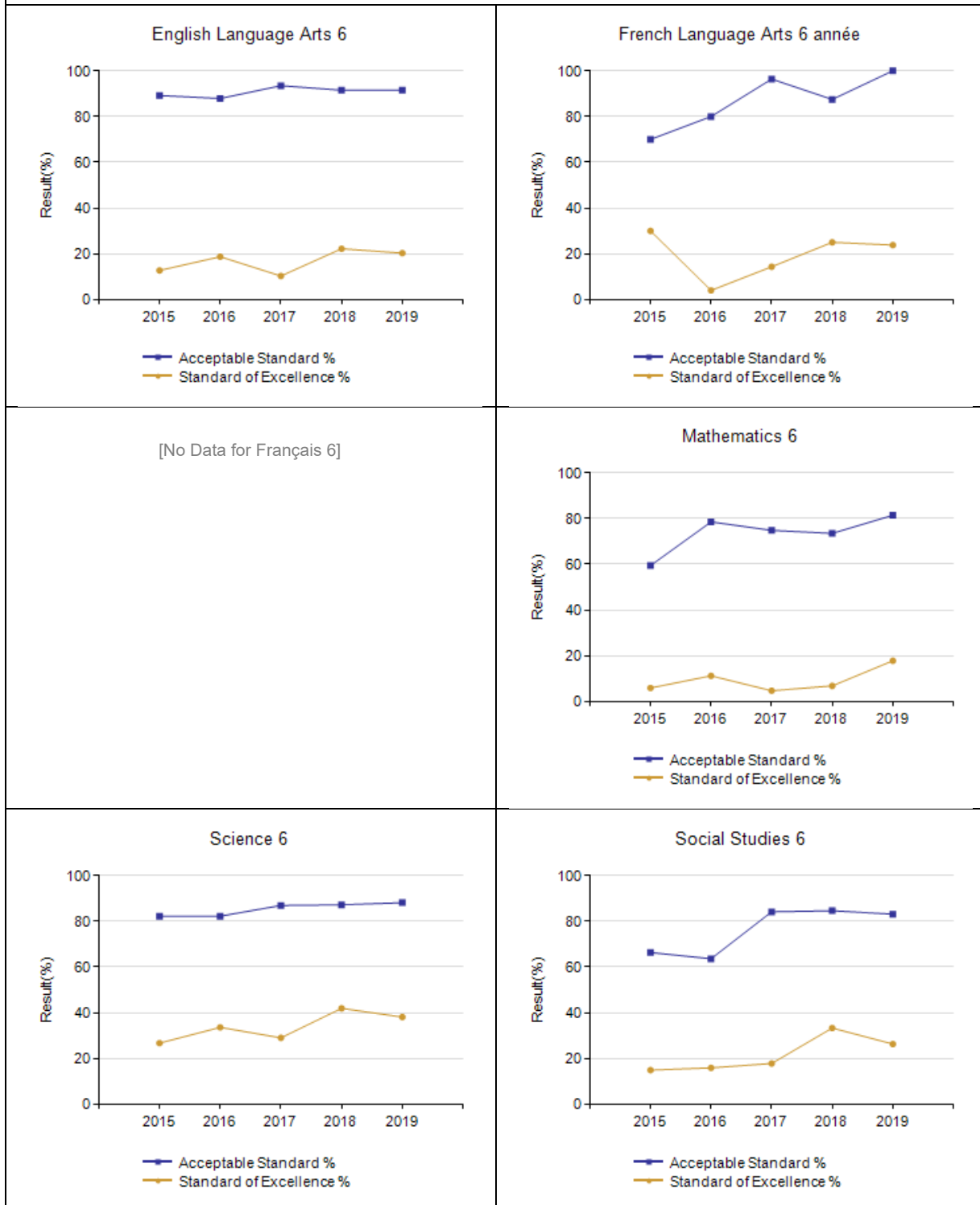
PAT Course by Course Results by Number Enrolled.		Results (in percentages)										Target	
		2015		2016		2017		2018		2019		2019	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	89.2	12.7	87.9	18.7	93.5	10.3	91.5	19.3	91.5	20.3		
	Authority	85.2	8.3	83.3	12.2	83.0	8.0	87.7	19.3	81.6	12.6		
	Province	82.8	19.5	82.9	20.4	82.5	18.9	83.5	17.9	83.2	17.8		
French Language Arts 6 année	School	70.0	30.0	80.0	4.0	96.4	14.3	87.5	25.0	100.0	23.8		
	Authority	70.0	30.0	80.0	4.0	96.4	14.3	87.5	25.0	100.0	23.8		
	Province	87.5	13.6	87.7	14.2	85.1	13.5	85.2	12.3	87.7	15.7		
Français 6 année	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	89.0	15.0	91.4	17.2	92.1	21.6	93.3	23.1	90.3	24.6		
Mathematics 6	School	59.4	5.9	78.5	11.2	74.8	4.7	73.5	6.8	81.4	17.8		
	Authority	61.9	7.0	69.2	10.0	63.2	4.7	66.0	9.9	70.9	13.0		
	Province	73.2	14.1	72.2	14.0	69.4	12.6	72.9	14.0	72.5	15.0		
Science 6	School	82.2	26.7	82.2	33.6	86.9	29.0	87.2	41.9	88.1	38.1		
	Authority	77.2	19.1	77.8	24.9	76.9	22.2	75.9	34.4	74.9	24.2		
	Province	76.3	25.3	78.0	27.1	76.9	29.0	78.8	30.5	77.6	28.6		
Social Studies 6	School	66.3	14.9	63.6	15.9	84.1	17.8	84.6	33.3	83.1	26.3		
	Authority	65.1	14.0	62.9	13.6	70.3	12.3	73.1	26.4	70.9	18.8		
	Province	69.8	18.1	71.4	22.0	72.9	21.7	75.1	23.2	76.2	24.4		
English Language Arts 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	60.4	7.2	64.9	4.7	71.2	4.9	75.4	9.6	77.8	6.7		
	Province	75.6	14.4	77.0	15.2	76.8	14.9	76.1	14.7	75.1	14.7		
K&E English Language Arts 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	68.8	0.0	42.9	0.0	70.0	0.0	41.2	5.9	55.0	20.0		



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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
3. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, respectively.

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

		Landing Trail Intermediate Sch							Alberta			
		Achievement	Improvement	Overall	2019		Prev 3 Year Average		2019		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	Very High	Maintained	Excellent	118	91.5	110	90.9	54,820	83.2	49,573	82.9
	Standard of Excellence	High	Maintained	Good	118	20.3	110	17.1	54,820	17.8	49,573	19.1
French Language Arts 6 année	Acceptable Standard	Very High	Improved	Excellent	21	100.0	26	88.0	3,559	87.7	3,122	86.0
	Standard of Excellence	High	Maintained	Good	21	23.8	26	14.4	3,559	15.7	3,122	13.3
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	663	90.3	574	92.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	663	24.6	574	20.6
Mathematics 6	Acceptable Standard	High	Improved	Good	118	81.4	110	75.6	54,778	72.5	49,502	71.5
	Standard of Excellence	Intermediate	Improved Significantly	Good	118	17.8	110	7.6	54,778	15.0	49,502	13.5
Science 6	Acceptable Standard	High	Maintained	Good	118	88.1	110	85.4	54,879	77.6	49,520	77.9
	Standard of Excellence	Very High	Maintained	Excellent	118	38.1	110	34.8	54,879	28.6	49,520	28.9
Social Studies 6	Acceptable Standard	High	Improved	Good	118	83.1	110	77.4	54,802	76.2	49,511	73.1
	Standard of Excellence	High	Maintained	Good	118	26.3	110	22.3	54,802	24.4	49,511	22.3
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	47,465	75.1	45,363	76.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	47,465	14.7	45,363	14.9
K&E English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,569	57.4	1,551	58.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,569	5.4	1,551	6.0
French Language Arts 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,811	82.9	2,758	82.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,811	12.3	2,758	10.6
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	396	88.6	380	86.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	396	26.0	380	25.1
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46,764	60.0	44,959	64.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	46,764	19.0	44,959	17.1
K&E Mathematics 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,190	59.6	2,007	58.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,190	13.2	2,007	13.3
Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	47,489	75.2	45,363	74.6
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	47,489	26.4	45,363	22.7
K&E Science 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,536	61.7	1,520	64.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,536	10.7	1,520	13.3
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	47,496	68.7	45,366	66.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	47,496	20.6	45,366	19.9
K&E Social Studies 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,466	55.9	1,501	56.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,466	15.0	1,501	12.8

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 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, respectively.

### Measure Evaluation Reference - Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards that 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 année	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
English Language Arts 9	Acceptable Standard	0.00 - 63.55	63.55 - 75.66	75.66 - 83.70	83.70 - 90.27	90.27 - 100.00
	Standard of Excellence	0.00 - 5.96	5.96 - 9.43	9.43 - 14.72	14.72 - 20.46	20.46 - 100.00
K&E English Language Arts 9	Acceptable Standard	0.00 - 29.97	29.97 - 53.86	53.86 - 76.19	76.19 - 91.85	91.85 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 0.30	0.30 - 10.00	10.00 - 20.31	20.31 - 100.00
French Language Arts 9 année	Acceptable Standard	0.00 - 67.59	67.59 - 81.33	81.33 - 92.06	92.06 - 97.26	97.26 - 100.00
	Standard of Excellence	0.00 - 1.67	1.67 - 6.81	6.81 - 17.11	17.11 - 28.68	28.68 - 100.00
Mathematics 9	Acceptable Standard	0.00 - 52.42	52.42 - 60.73	60.73 - 73.88	73.88 - 78.00	78.00 - 100.00
	Standard of Excellence	0.00 - 8.18	8.18 - 12.49	12.49 - 18.10	18.10 - 24.07	24.07 - 100.00
K&E Mathematics 9	Acceptable Standard	0.00 - 28.14	28.14 - 53.85	53.85 - 75.83	75.83 - 94.44	94.44 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 6.07	6.07 - 20.43	20.43 - 31.67	31.67 - 100.00
Science 9	Acceptable Standard	0.00 - 50.57	50.57 - 60.14	60.14 - 72.50	72.50 - 76.89	76.89 - 100.00
	Standard of Excellence	0.00 - 3.39	3.39 - 6.71	6.71 - 11.81	11.81 - 15.85	15.85 - 100.00
K&E Science 9	Acceptable Standard	0.00 - 38.75	38.75 - 59.30	59.30 - 78.33	78.33 - 87.58	87.58 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 7.47	7.47 - 21.41	21.41 - 40.82	40.82 - 100.00
Social Studies 9	Acceptable Standard	0.00 - 56.26	56.26 - 62.27	62.27 - 74.04	74.04 - 79.85	79.85 - 100.00
	Standard of Excellence	0.00 - 10.03	10.03 - 12.78	12.78 - 19.76	19.76 - 24.03	24.03 - 100.00
K&E Social Studies 9	Acceptable Standard	0.00 - 38.79	38.79 - 53.82	53.82 - 72.42	72.42 - 84.88	84.88 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.71	5.71 - 17.19	17.19 - 36.26	36.26 - 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**

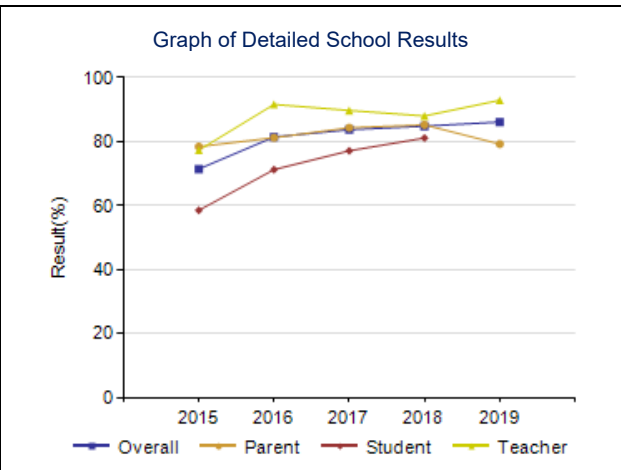
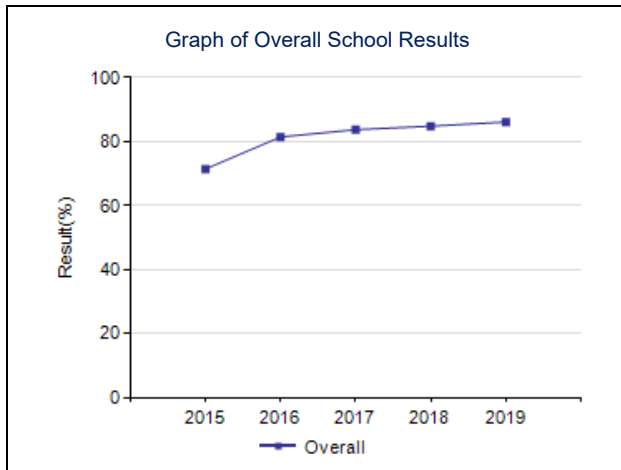
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	71.4	81.4	83.7	84.8	86.1	73.3	73.0	76.6	75.2	79.4	81.3	81.9	81.9	81.8	82.2
Teacher	77.3	91.6	89.7	88.0	92.9	81.7	81.8	86.3	86.1	87.4	87.2	88.1	88.0	88.4	89.1
Parent	78.4	81.2	84.3	85.2	79.2	75.8	73.6	74.7	69.9	74.0	79.9	80.1	80.1	79.9	80.1
Student	58.5	71.2	77.1	81.1	n/a	62.3	63.6	68.8	69.5	76.6	76.9	77.5	77.7	77.2	77.4



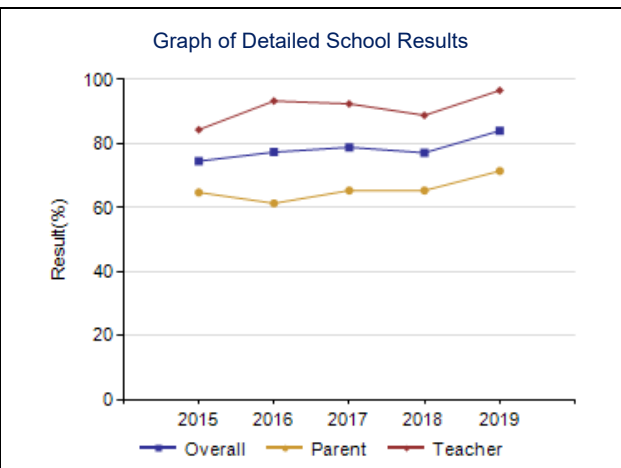
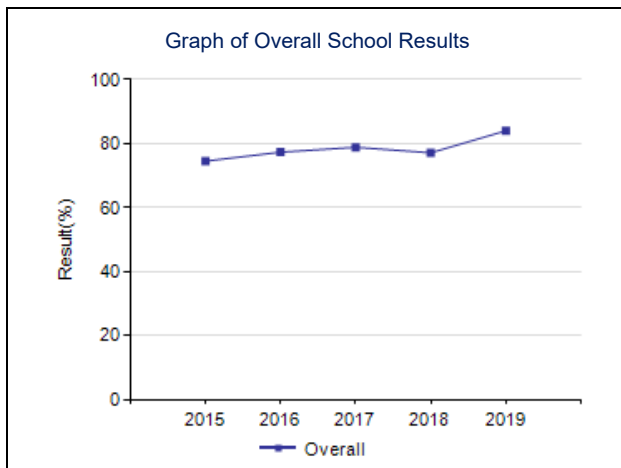
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. 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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	74.5	77.3	78.8	77.1	84.0	76.9	77.0	81.3	78.5	82.0	80.7	80.9	81.2	81.2	81.3
Teacher	84.3	93.3	92.4	88.8	96.6	83.3	86.6	91.0	89.0	93.6	88.1	88.4	88.5	88.9	89.0
Parent	64.7	61.3	65.3	65.3	71.4	70.5	67.5	71.7	68.0	70.3	73.4	73.5	73.9	73.4	73.6



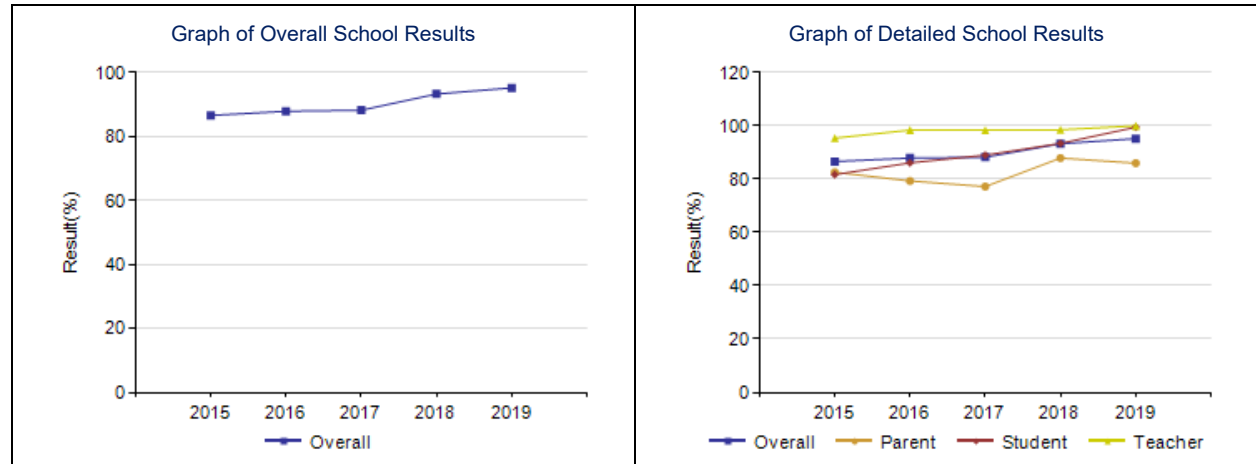
Notes:

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

**Education Quality – Measure Details**

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

	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	86.6	87.9	88.2	93.3	95.2	86.0	84.4	87.0	88.7	90.0	89.5	90.1	90.1	90.0	90.2
Teacher	95.4	98.4	98.4	98.5	100.0	93.6	94.7	96.3	97.6	97.0	95.9	96.0	95.9	95.8	96.1
Parent	82.6	79.3	77.2	87.9	86.0	82.1	75.5	77.2	80.2	82.8	85.4	86.1	86.4	86.0	86.4
Student	81.7	86.1	89.0	93.4	99.5	82.2	83.0	87.4	88.2	90.4	87.4	88.0	88.1	88.2	88.1



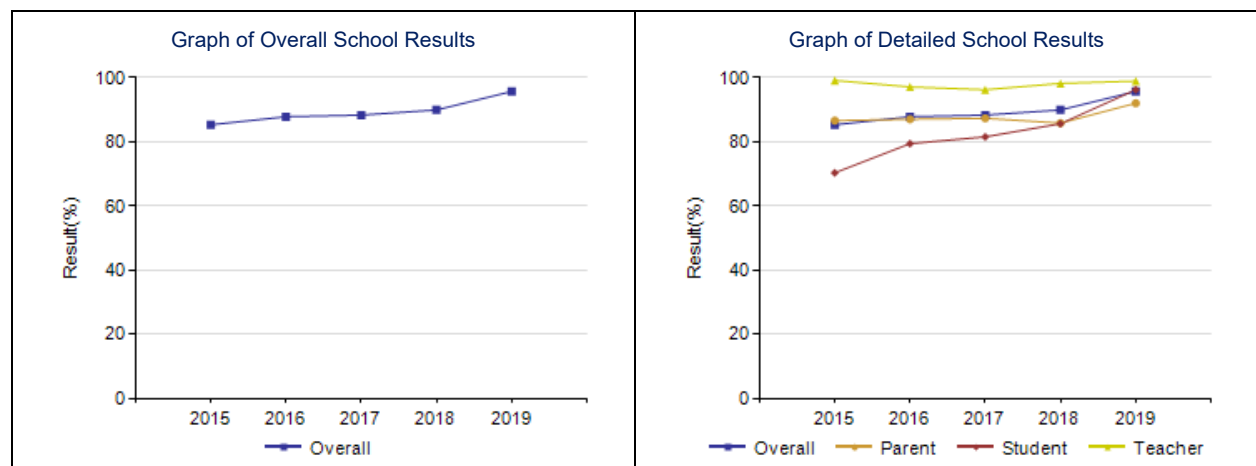
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. 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.

**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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	85.3	87.8	88.3	89.9	95.7	86.4	85.0	86.6	87.5	89.8	89.2	89.5	89.5	89.0	89.0
Teacher	99.1	97.1	96.2	98.2	98.9	96.4	94.6	96.2	97.3	97.4	95.4	95.4	95.3	95.0	95.1
Parent	86.6	87.0	87.3	85.8	92.0	87.4	83.3	83.1	83.4	84.2	89.3	89.8	89.9	89.4	89.7
Student	70.3	79.4	81.5	85.6	96.2	75.5	77.0	80.6	81.7	87.8	83.0	83.4	83.3	82.5	82.3



Notes:

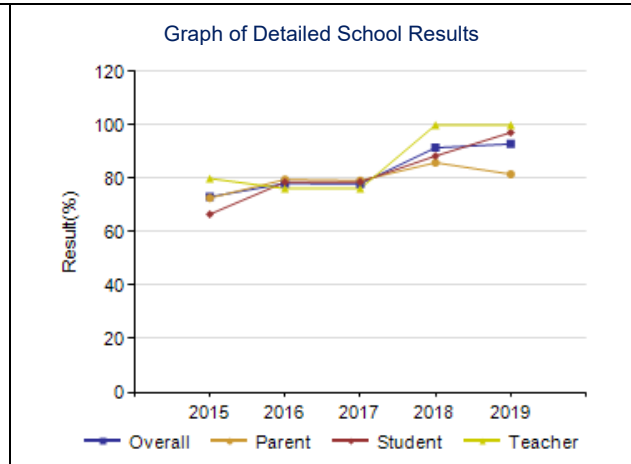
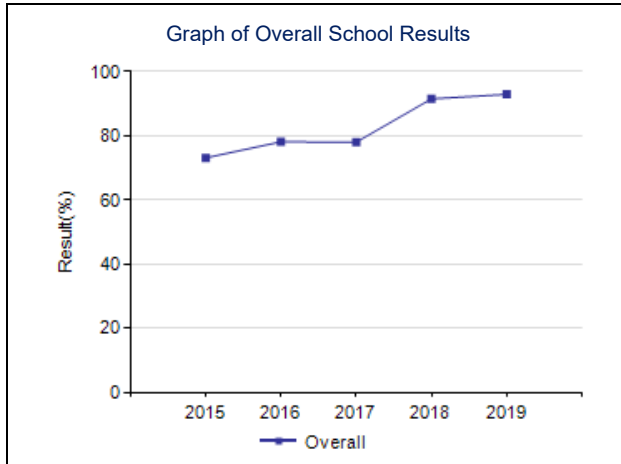
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey 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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	73.1	78.1	78.0	91.5	92.9	75.7	76.8	81.2	78.8	84.3	79.6	81.2	81.4	80.3	81.0
Teacher	80.0	76.2	76.2	100.0	100.0	80.2	82.6	91.5	86.9	91.1	79.8	82.3	82.2	81.5	83.4
Parent	72.7	79.6	79.2	85.9	81.6	78.4	77.9	75.4	73.8	78.0	78.5	79.7	80.8	79.3	80.3
Student	66.6	78.6	78.7	88.4	97.2	68.5	69.8	76.6	75.6	83.9	80.7	81.5	81.1	80.2	79.4



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. 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.