

**Annual Education Results Report (AERR) for School
Authority: 9078 Canadian Reformed School Society of
Neerlandia**

Accountability Statement

The Annual Education Results Report for the 2020-2021 school year for the Canadian Reformed School Society of Neerlandia were prepared under the direction of the Board in accordance with its responsibilities under the Private Schools Regulation and the Education Grants Regulation. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2020-2021 school year on December 2, 2021.

[[ORIGINAL SIGNED]]

Mr. Morris Vogelzang
Canadian Reformed School Society of Neerlandia
Board Chairman

Foundation Statements (optional)

Constitution

ARTICLE I NAME

The name of the Society shall be Canadian Reformed School Society of Neerlandia.

ARTICLE II BASIS

The basis of the Society is the infallible Word of God as confessed in the Three Forms of Unity.

ARTICLE III PURPOSE

The purpose of the Society is to establish and maintain a school providing Reformed Education in accordance with Article II of this constitution.

ARTICLE IV MEMBERS

Any member of one of the Canadian Reformed Churches may be a member of the Society. Although husband and wife constitute only one membership, the wife may represent her husband in his absence.

ARTICLE V STAFF

Only members of the Canadian Reformed Churches may be employed as Principal or Vice Principal. Teachers must be members of the Canadian Reformed Churches, or one of those Churches with whom it has Ecclesiastical Fellowship.

ARTICLE VI ENROLLMENT

Enrollment is open to members of the Canadian Reformed Churches. Any other enrollment is subject to approval of the Board.

ARTICLE VII AMENDMENTS

- 1) No amendment is permitted regarding Articles II and III.
- 2) Any other amendment needs $\frac{3}{4}$ approval by society membership.

ARTICLE VIII NON-PROFIT STATUS

The Society shall be carried on as a nonprofit organization; any surplus may be used to promote the purpose of the Association or for specific reserve funds upon approval of the membership of the Society.

ARTICLE IX DISSOLUTION

The decision to dissolve the Society shall require the approval of 90% of the membership provided that three weeks written notice has been sent to each member stating the reason(s). Upon the dissolution or winding up of the Society, all its remaining assets after payment of liabilities, shall be distributed to one or more registered charitable organizations in Canada which adhere to the doctrine expressed in the standards of the Canadian Reformed Churches, as at the date of the organization of the Association.

Spring 2021 Required Alberta Education Assurance Measures - Overall Summary

Assurance Domain	Measure	Can Reformed Sch - Neerlandia			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	98.7	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	96.0	93.8	95.7	83.2	83.3	83.0	n/a	n/a	n/a
	3-year High School Completion	100.0	94.4	91.1	83.4	80.3	79.6	Very High	Improved	Excellent
	5-year High School Completion	87.4	92.9	88.8	86.2	85.3	84.8	Intermediate	Maintained	Acceptable
	PAT: Acceptable	n/a	n/a	93.0	n/a	n/a	73.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	26.6	n/a	n/a	20.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	84.7	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	15.4	n/a	n/a	24.1	n/a	n/a	n/a
Teaching & Leading	Education Quality	95.3	97.1	97.4	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	100.0	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	96.6	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	97.6	97.4	99.1	79.5	81.8	81.4	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The 2020/21 administration of the AEA survey was a pilot. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures. In addition, participation in the survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
3. Participation in the 2019/20 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses was determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.
4. The "N/A" placeholder for the "Current Result" for PAT and Diploma Exam measures are included until results can be updated in the Fall.
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), Social Studies (Grades 6, 9, 9 KAE).
6. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
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, Social Studies 30-2.

Measure Evaluation Reference (Required AEAMs)

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
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
3-year High School Completion	0.00 - 65.95	65.95 - 74.10	74.10 - 84.79	84.79 - 89.00	89.00 - 100.00
5-year High School Completion	0.00 - 72.59	72.59 - 80.82	80.82 - 89.18	89.18 - 91.96	91.96 - 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
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00

Notes:

- For all measures: 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%.

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 considers 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

Domain: Student Growth and Achievement

Last Year's Outcome One: Alberta's students are successful

Last year we planned to address Outcome 1 through focusing on our gifted students, encouraging and promoting differentiated instructional techniques.

Usually we would, under this domain, speak to our PAT, SLA, and Diploma results. However, given that these were optional for the school year 2020-2021, we do not have results to comment on at this time.

Looking towards the current school year, wherein PAT, SLA, and Diploma assessments will once again occur, we will use this valuable information to analyze how our students are being supported and how this is being represented in their assessment standings.

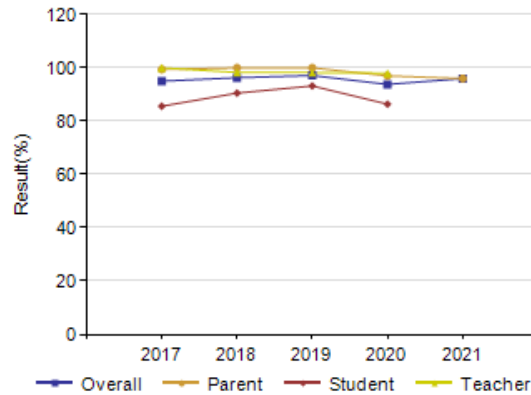
Should these results continue to not be available, it will be a goal of ours to look into alternative standardized measures of student achievement.

Citizenship – Measure Details

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

	Authority										Measure Evaluation			Province									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	221	95.0	247	96.3	263	97.1	243	93.8	25	96.0	n/a	n/a	n/a	299,972	83.7	253,727	83.0	265,614	82.9	264,413	83.3	230,843	83.2
Parent	64	99.4	80	100.0	95	100.0	74	97.0	25	96.0	n/a	n/a	n/a	32,863	82.7	35,482	81.7	35,247	81.9	36,891	82.4	30,905	81.4
Student	147	85.6	155	90.5	157	93.2	159	86.4	n/a	n/a	n/a	n/a	n/a	235,647	74.4	185,623	73.9	197,090	73.5	193,577	73.8	169,741	74.1
Teacher	10	100.0	12	98.3	11	98.2	10	98.0	n/a	n/a	n/a	n/a	n/a	31,462	94.0	32,622	93.4	33,277	93.2	33,945	93.6	30,197	94.1

Graph of Authority Results



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic.
3. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures in 2019/20. Caution should be used when interpreting trends over time.
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.

Comment on Results

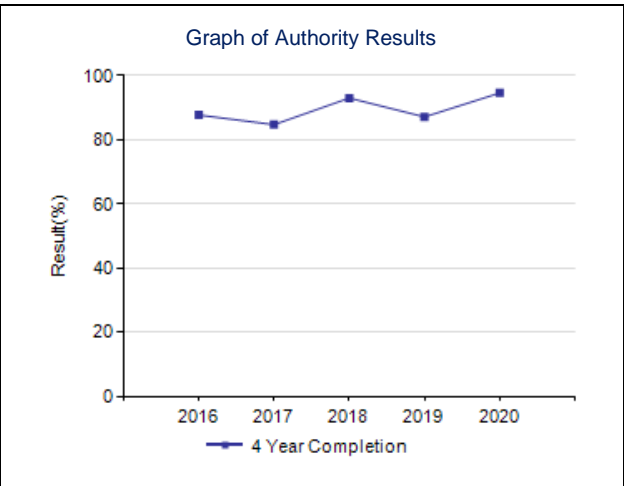
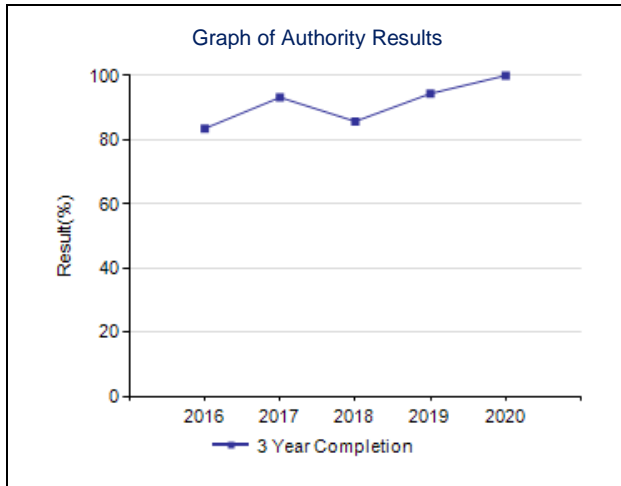
Overall, we are pleased with the overall citizenship percentages, and the slight increase we have noted over the year prior. Compared against the province, our standing is commendable. This likely bears testament to an intentional focus on being an active and involved citizen, both in our school community, and in the larger political sphere. We have a leadership committee for our high school students, of which one is a group (ARPA – Association for Reformed Political Action) committed to disseminating information about pertinent political happenings and setting up opportunities to encourage our politicians and have their voice heard. Of note, last year, we mailed out encouragement post cards to our Education Minister and were thrilled to receive a letter back. ARPA hosts a number of evening events each year which students are encouraged to attend, as well as some presentations at school. Through these means, our students are encouraged to be involved Canadian citizens.

Going forward, we will ensure this club and its mission continues to receive what is needed to be successful.

High School Completion Rate – Measure Details

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.

	Authority										Measure Evaluation			Province									
	2016		2017		2018		2019		2020		Achievement	Improvement	Overall	2016		2017		2018		2019		2020	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
3 Year Completion	11	83.5	13	93.2	14	85.7	16	94.4	14	100.0	Very High	Improved	Excellent	44,823	78.5	44,982	78.7	44,978	79.7	45,354	80.3	46,245	83.4
4 Year Completion	8	87.7	11	84.7	13	93.0	14	87.1	16	94.6	Very High	Maintained	Excellent	43,739	81.6	44,841	83.0	44,994	83.3	44,980	84.0	45,351	85.0
5 Year Completion	9	100.0	8	87.7	11	85.9	13	92.9	14	87.4	Intermediate	Maintained	Acceptable	44,191	83.6	43,736	83.8	44,842	85.2	44,988	85.3	44,972	86.2

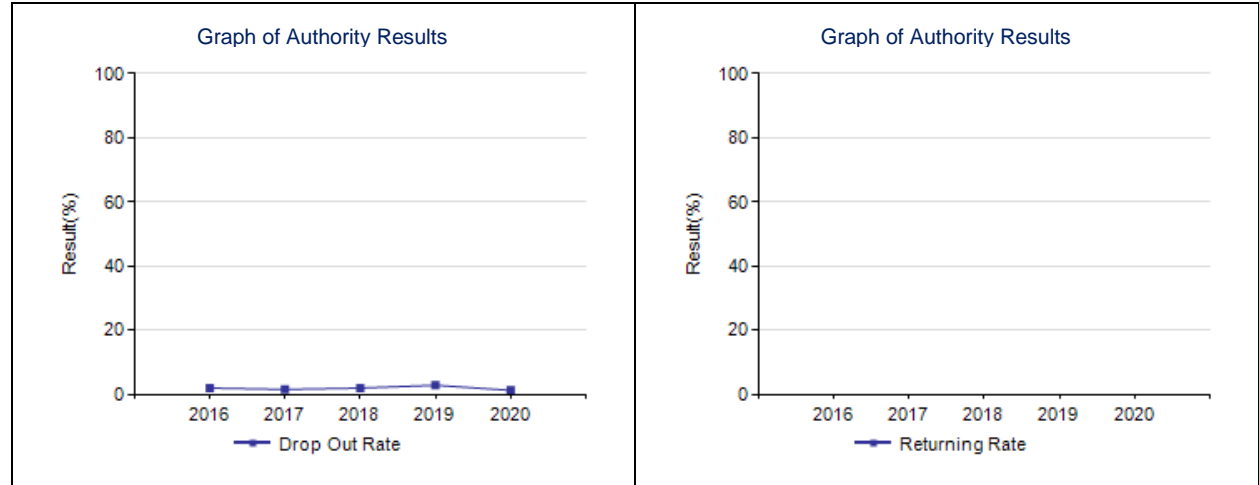


Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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.
3. 2016 results for 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.
4. Participation in the 2019/20 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses was determined solely by school-awarded marks. Caution should be used when interpreting high school completion rate results over time.
5. Current and historical results were adjusted to reflect an update to the Alberta Education Assurance Measure reporting system.

Drop Out Rate – Measure Details

Drop Out Rate - annual dropout rate of students aged 14 to 18																							
	Authority										Measure Evaluation			Province									
	2016		2017		2018		2019		2020		Achievement	Improvement	Overall	2016		2017		2018		2019		2020	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Drop Out Rate	46	1.9	52	1.5	52	1.9	55	2.8	64	1.2	Very High	Maintained	Excellent	181,382	3.0	182,062	2.3	182,832	2.6	184,812	2.7	186,228	2.6
Returning Rate	1	*	1	*	2	*	1	*	2	*	n/a	n/a	n/a	7,614	18.9	7,626	19.9	6,800	22.7	6,750	18.2	6,720	18.1



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

Comment on Results

Overall, we are encouraged by our high achievement in our High School Completion rate and low rate of drop out, especially the trend in the last few years of an improving rate. Of note under this measure is that, given small class sizes, even one student opting to leave our school before securing their diploma, has a considerable impact on our rate.

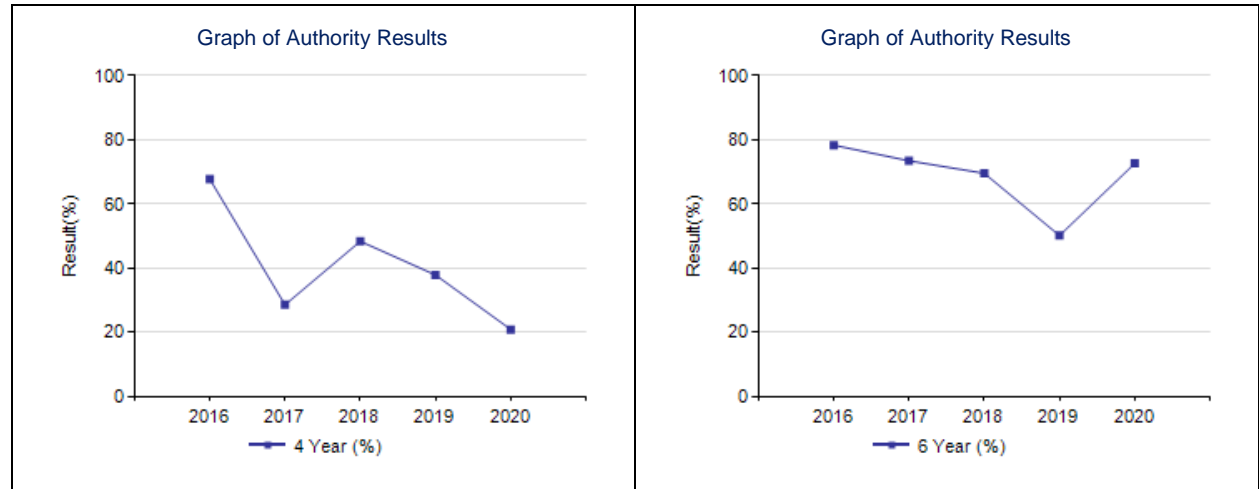
Going forward, we will continue to use our newly-minted Academic Advisor/ Career Counsellor to help students monitor accumulated high school credits. In addition, we are planning a Gr. 9 parent evening this spring to educate our parental community on how the credit system works, how to use MyPass, etc. This direction is based on a number of administration-parent conversations held in the past year wherein it became clear that many of our students' parents are unaware of how they can be both informed and involved in their child's educational path.

Beyond this, our Academic Advisor/Career Counsellor is intentionally meeting with each high school student to support and encourage them in their post-secondary ambitions. Our hope is that, through this focus, opting to drop out before finishing high school will become a non-issue.

To evaluate the effectiveness of this Academic Advisor/Career Counsellor, we will be using some parent and staff feedback forms. These forms will contain questions regarding how we can tailor this service to address the wants of our community.

High School to Post-secondary Transition Rate – Measure Details

High school to post-secondary transition rate of students within four and six years of entering Grade 10.																							
	Authority										Measure Evaluation			Province									
	2016		2017		2018		2019		2020		Achievement	Improvement	Overall	2016		2017		2018		2019		2020	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
4 Year Rate	8	67.7	11	28.5	13	48.3	14	37.8	16	20.8	Very Low	Declined	Concern	43,739	37.1	44,841	39.4	44,994	40.2	44,980	40.9	45,351	40.5
6 Year Rate	11	78.3	9	73.4	8	69.5	11	50.1	13	72.6	High	Maintained	Good	44,848	58.1	44,182	59.0	43,728	59.1	44,832	60.3	44,983	60.0



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Current and historical results were adjusted to reflect an update to the Alberta Education Assurance Measure reporting system.

Comment on Results

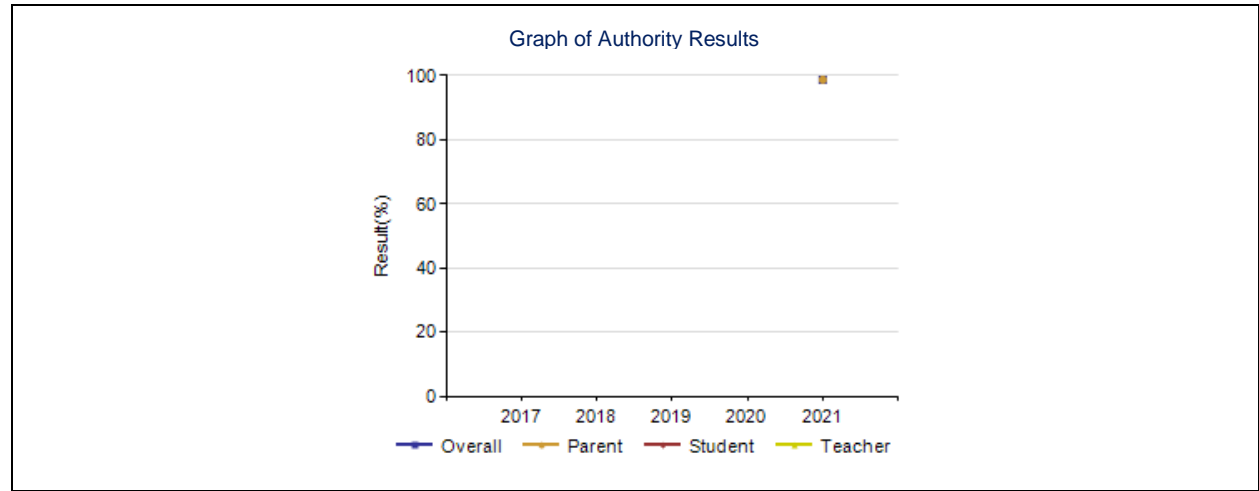
We have noted the “very low” result in the 4-year rate of transition for our school. We are encouraged to see that our 6-year rate is considerably better. Nevertheless, this is a sign of an area for growth. Considering our local context and community mindset towards post-secondary education may prove enlightening. Based on a number of administration-parent intentional yet informal conversation with Grade 12 students and parents, our community members are concerned with being good stewards of their financial resources. Going hand-in-hand with this, when a student is unsure about their career goals, there is resistance to committing to a costly post-secondary program without knowing a clear and efficient direction. Instead, spending a few years in a career field before pursuing it formally through education is often seen as a viable path. This may also speak to why our 6-year rate scored a rating of “good”.

To address this, as alluded to above, we are working on having our Academic Advisor/Career Counsellor to reach our students already at the junior high level, surveying personal and potential career interests and mapping out high school courses accordingly. At the Grade 10 level we have begun an inaugural Grade 10 Career Afternoon wherein community members who have pursued post-secondary education are presenting on their current career and educational journey. As this is our first attempt at such an event, it will serve as a trial, after which we will track its impact and consider how to finetune it in the future. It is our hope that opening our students’ eyes to the many post-secondary avenues available will impact our transition rate for the better. COVID restrictions permitting, encouraging and facilitating campus visits for our senior high students will be an area for growth. Through this, we hope to foster excitement for post-secondary studies.

Student Learning Engagement – Measure Details

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

	Authority										Measure Evaluation			Province										
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021		
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	25	98.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,956	85.6
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	25	98.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,994	89.0
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,789	71.8
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,173	96.0



Comment on Results
 Given the limited results available for this measure, there is not much to comment on. The high percentage of student engagement, however, is encouraging. This year our staff professional development topic as led by administration is “assessment”. We have begun the year with a focus on diagnostic and formative assessment, paramount to this being student engagement in lessons and assessment measures. Strategies will include visiting colleagues’ classrooms to observe different teaching styles and teaching strategies. We anticipate this topic of assessment stretching out further than this year.
 In the future, we hope to track local measures of student engagement such as participation in extra curriculums, students opting for more than just the minimum graduation requirements, and students we see going “above and beyond” in their courses. How best to quantify what constitutes “above and beyond” is under discussion.

- 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.
 3. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Domain: Teaching and Leading

Last Year's Outcome Three: Alberta has excellent teachers, school leaders, and school authority leaders.

Last year we planned to address Outcome 3:

- a) Remain linked with the ADLC and allow motivated students to take courses with ADLC that interest them and that are not offered at our school.
- b) Continue to offer students the option to take part in the Workplace Experience, RAP, and Green Certificate programs.
- c) Funds continue to be set aside to allow for more resources to be acquired for teaching the arts.
- d) Technology continues to be a major focus and the school will continue to invest in increasing our number of desktops, laptops, and tablets for our student body.
- e) Physical Education remains a priority, with most students taking PE courses right through grade 12.

Considering the above, we have promoted our Work Experience, RAP, and Green Certificate participation. Our Academic Advisor has taken over these areas and we are happy to report that student enthusiasm has increased and we have had an ever-growing number of students participating in the work experience credits. While we have not formally tracked this as of yet, we aim to do this in this new year.

ADLC has closed but we have begun a relationship with Vista Virtual in its stead, something that has been working well thus far.

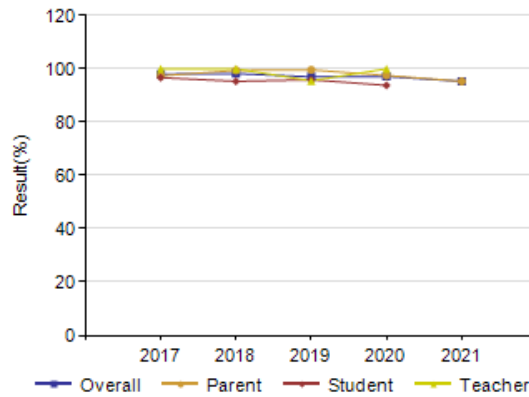
As reflected in our new Education Plan, technology upgrades are a key area of focus for us at CCRS. We have doubled our Chromebook availability, added 6 interactive whiteboards, and dramatically improved both our server and internet capabilities. This has been well received by staff and students alike, as evidenced by much positive feedback and shared excitement over new technological educational resources.

Education Quality – Measure Details

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

	Authority										Measure Evaluation			Province									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	221	98.0	247	98.2	264	97.0	244	97.1	25	95.3	n/a	n/a	n/a	300,253	90.1	254,026	90.0	265,841	90.2	264,623	90.3	230,814	89.6
Parent	64	97.4	80	99.4	96	99.6	74	97.5	25	95.3	n/a	n/a	n/a	32,880	86.4	35,499	86.0	35,262	86.4	36,907	86.7	31,024	86.7
Student	147	96.7	155	95.3	157	95.9	160	93.8	n/a	n/a	n/a	n/a	n/a	235,901	88.1	185,888	88.2	197,282	88.1	193,763	87.8	169,589	86.3
Teacher	10	100.0	12	100.0	11	95.5	10	100.0	n/a	n/a	n/a	n/a	n/a	31,472	95.9	32,639	95.8	33,297	96.1	33,953	96.4	30,201	95.7

Graph of Authority Results



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
3. 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.

Comment on Results

Looking at our rating in terms of our overall quality of basic education, our percentage is high. Yet, looking at trend over the past years, there has been a decline in this. The province also declined in the past few years. Unfortunately, there was no student or teacher data from last year. This would have added an element to analyze.

Regardless, this decline in this question serves as a flag. This year at CCRS we have instituted a Parental Advisory Committee with an intentional focus at engaging our local stakeholders through a number of surveys. Given the results of this measure, we will construct some parental, student, and teacher surveys to delve into opinions on the quality of the education we deliver at our school. Carefully constructed survey questions will help us understand where we are succeeding and where we can grow in terms of teacher and instructional excellence.

Last year we committed to focusing on teacher evaluation, PD sessions focused on continual improvement in teaching practice, and a clear budget focus on recruiting necessary staff. These measures have occurred, although to a limited degree granted the impact of Covid-19 last year. They will continue and be elaborated on as outlined below.

Concerning teacher growth, supervision, and evaluation, this is an area of intentional focus for us. Our administration has committed to this in a number of ways:

1. Intentional classroom observation time each week, with observations tracked on a Google Document
2. As part of our professional development plan, teachers will be asked to observe a colleague's class. This will allow them to see different teaching strategies in action, a mutual encouragement to higher quality teaching.
3. According to our school policy, all new staff will have an informal principal evaluation in the fall, and a formal evaluation in the spring, with a focus on specific feedback, goal-setting, and follow up.
4. Bi-monthly teacher progress reviews wherein teachers submit answers to a number of questions spanning topics such as course progress, assessment, special education students, parental communication, personal goals and reflection, and life-work balance. In the week following the submission of said report, the principal meets with the teacher to discuss the report and steps forward. This serves as a time of accountability and encouragement, frequently helping "nip issues in the bud."

These areas of focus will be reflected in the new Education Plan as well.

Domain: Learning Supports

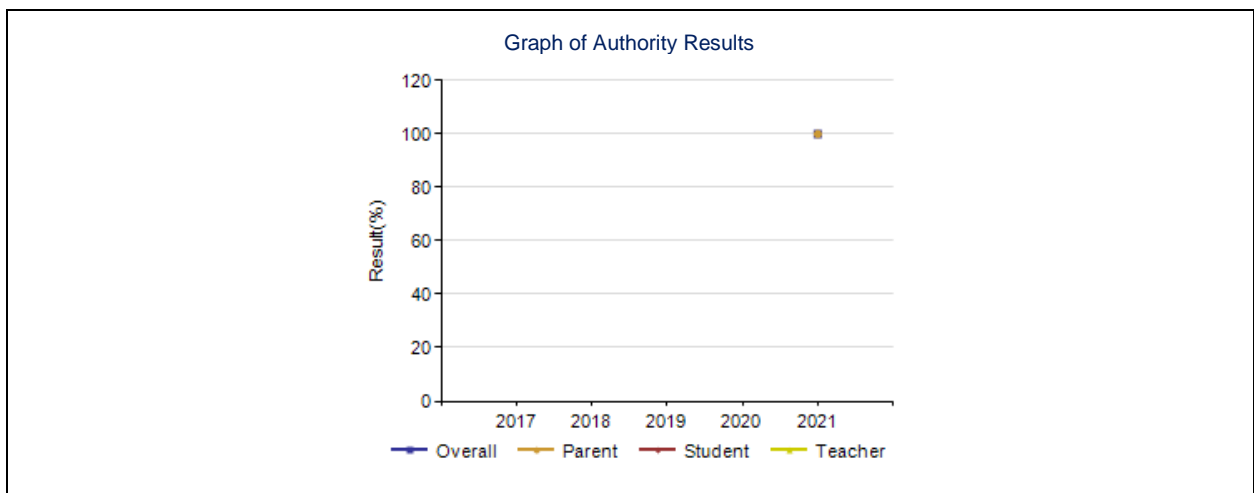
Last Year's Outcome Two: First Nations, Metis, and Inuit Students in Alberta are Successful

Since we have no FNMI students, our goal is and remains to provide our students with background knowledge about FNMI and also to foster an environment where we are sensitive to the unique cultures, needs, and challenges of FNMI. In our Social Studies programs, there is a clear focus on Native Studies. In addition to providing background information about Canada's FNMI, the courses also serve as a vehicle to help shape an attitude of love and respect for FNMI. In our library, we continue to be actively updating our non-fictional FNMI resources.

Welcoming, Caring, Respectful and Safe Learning Environments – Measure Details

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

	Authority										Measure Evaluation			Province										
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021		
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	25	100.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	231,091	87.8
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	25	100.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,980	88.2
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,900	79.8
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,211	95.3



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
3. 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.

Comment on Results

While we don't have an FNMI population here at CCRS, the ratings above, although based on limited data, speak to a welcoming, caring, respectful, and safe environment. Integral to our school is the perspective of faith, as summarized in the two commandments of loving our God and loving our neighbor as ourselves. This is paramount to our school philosophy and mission and a measure's results such as these are encouraging for us to read. Our school community is a tight-knit group of individuals and families for whom our school is a cause of great importance. The community's love and support for our school is visible in a myriad of ways. Added to this, a strong sense of our unity of purpose naturally spills over into how our students interact with staff and peers.

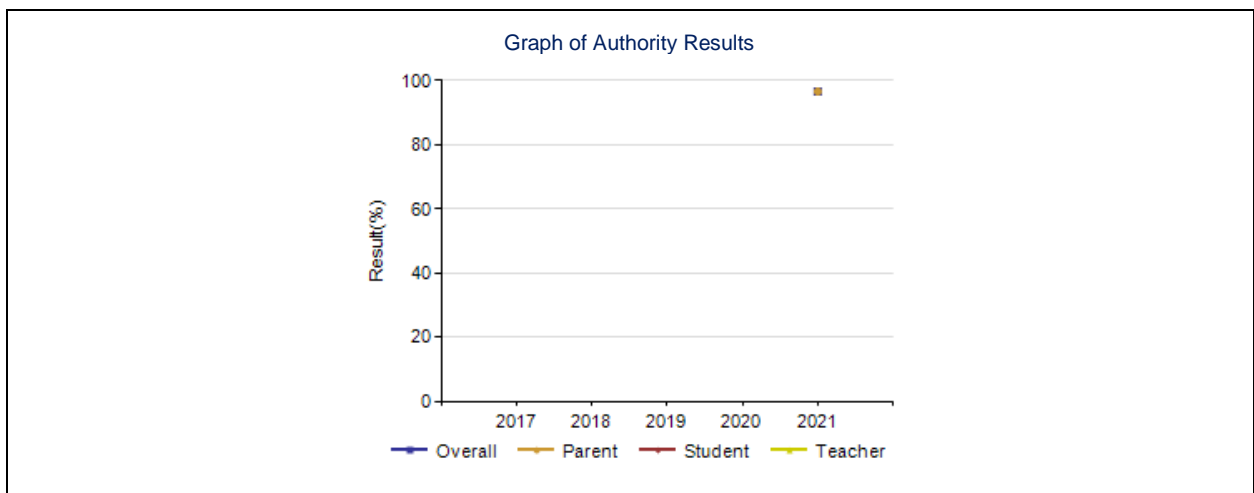
Moving forward, maintaining a warm and inclusive atmosphere for all of our students will be an area of focus. This is seen specifically in an inclusion-minded focus in supporting our Special Education students, giving them the supports they need to participate fully in their classes as much as possible. In our Education Plan, we are committed to adding more course offerings for our high school students. It is our hope that this will contribute to each student, regardless of academic abilities, feeling welcomed and safe and with much to contribute. We are also adding in lunch time activities for students for whom outdoor activities prove challenging due to health or physical mobility concerns. Here again, it is our hope that all of our students feel like a valued member of our school family. To measure how we are doing in this measure, we plan to initiate some simple student feedback surveys through our Parental Advisory Committee, initially centering on students' opinions on what they love about our school and what they'd like to see improved.

Due to the impacts of COVID on extra curriculars, we have tried to mitigate the effect on our school culture by instituting a Gr. K-6 swimming trip twice a year to the community aquatic centre. Our first trip has happened to much positive feedback from students, staff, and parents.

Access to Supports & Services – Measure Details

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

	Authority										Measure Evaluation			Province										
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021		
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	25	96.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,761	82.6
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	25	96.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,936	78.9
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,631	80.2
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,194	88.7



Notes:

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3. 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.

Comment on Results

Since hiring on a new Special Education Coordinator with a dual role in administration, we have had an intentional focus on revamping our Special Education program at CCRS. We are encouraged by the high percentage of parents who find that we are giving our students access to the appropriate supports and services here at school. This can be explained through a number of recent initiatives:

1. Given the vital nature of early intervention in the area of speech-language development, two years before students enter our Kindergarten, we provide the prospective parents with information on speech milestones and community resources available, as well as contact information for our Special Education Coordinator. This has served to start addressing speech-language concerns, allowing us to have documentation and a plan to start on once we have the student enrolled in our school. This avoids the hold up often associated with a school transition.
- 2.
3. Paramount to our school's philosophy is the belief that each child belongs. We firmly hold to this community responsibility. To that end, if a child needs additional support to be successful in academic, social, emotional, or physical spheres, they receive the support they need, regardless of the presence of an official diagnosis. This is evidenced in many students receiving one-on-one EA or small group support in one or all of the aforementioned spheres.
- 4.
5. The construction, tracking, and reporting of IPPs and their goals has been reviewed and renewed. Regular meetings and communication with parents of these students is ongoing.
- 6.
7. Monthly divisional meetings for elementary grades and weekly high school meetings with a focus on student achievement and support serve to help us consistently and collaboratively address student needs.
- 8.
9. At CCRS, our Board of Directors has approved a significant amount of the budget to employ a Speech-Language Pathologist and an Occupational Therapist to support teachers and students with struggles in these areas.

Domain: Governance

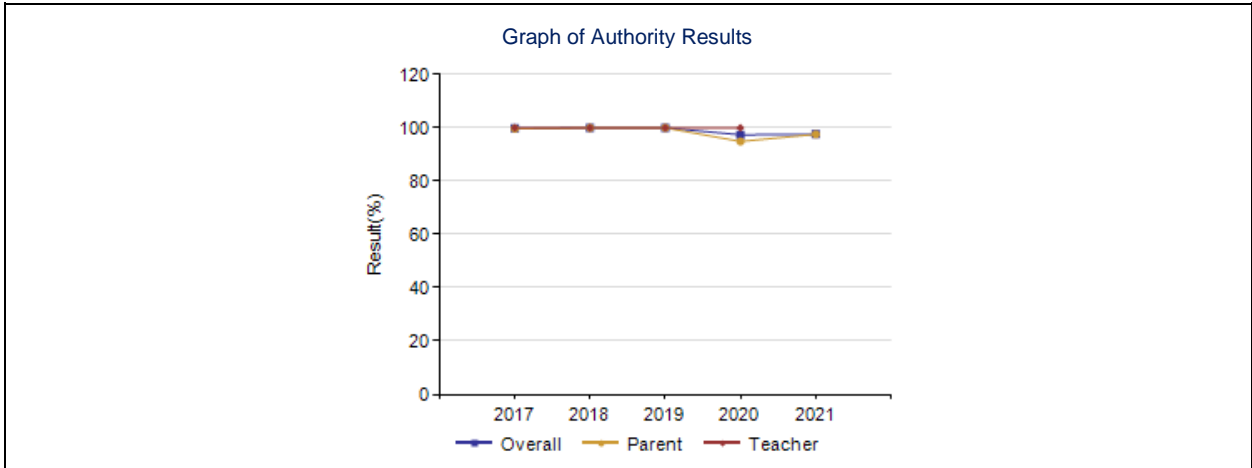
Last Year's Outcome Four: Alberta's K-12 education system is well governed and managed

A key focus last year was on increasing opportunities for our CCRS parents to be active and involved in our school and their child(ren)'s education. Unfortunately, the impacts of Covid-19 on our educational delivery and opportunities to be involved were significant. For example, we were unable to conduct regular parent-teacher interviews or IPP meetings. Field trips and many committees were also on hold. It is our hope that this current year will include renewed chances for this crucial and appreciated parental involvement.

Parental Involvement – Measure Details

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

	Authority										Measure Evaluation			Province									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	74	99.8	92	100.0	107	100.0	84	97.4	25	97.6	n/a	n/a	n/a	63,905	81.2	67,509	81.2	68,116	81.3	70,377	81.8	60,919	79.5
Parent	64	99.7	80	100.0	96	100.0	74	94.9	25	97.6	n/a	n/a	n/a	32,505	73.9	34,998	73.4	34,944	73.6	36,556	73.9	30,886	72.2
Teacher	10	100.0	12	100.0	11	100.0	10	100.0	n/a	n/a	n/a	n/a	n/a	31,400	88.5	32,511	88.9	33,172	89.0	33,821	89.6	30,033	86.8



- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Comment on Results

Our parental involvement has experienced a slight decline based on the past two years. Our analysis would submit that this is likely due to the impacts of Covid schooling on the opportunities available for parents to be involved in our school. We have been blessed with a vibrant school community and finding coaches, parent volunteers for field trips, or committee help is usually easily done. Of note is how our standings are a solid 20% above those of the province. Here again, this bears testament to the impact of our unity of purpose which characterizes our school.

Going forward, our plan is to more intentionally engage our key stakeholders at all levels (parents, students, teachers), not just for volunteer involvement, but also for setting the direction of our school. We have set up a Parental Advisory Committee which plans to intentionally engage the opinions and feedback of our stakeholders through specific surveys on relevant topics.

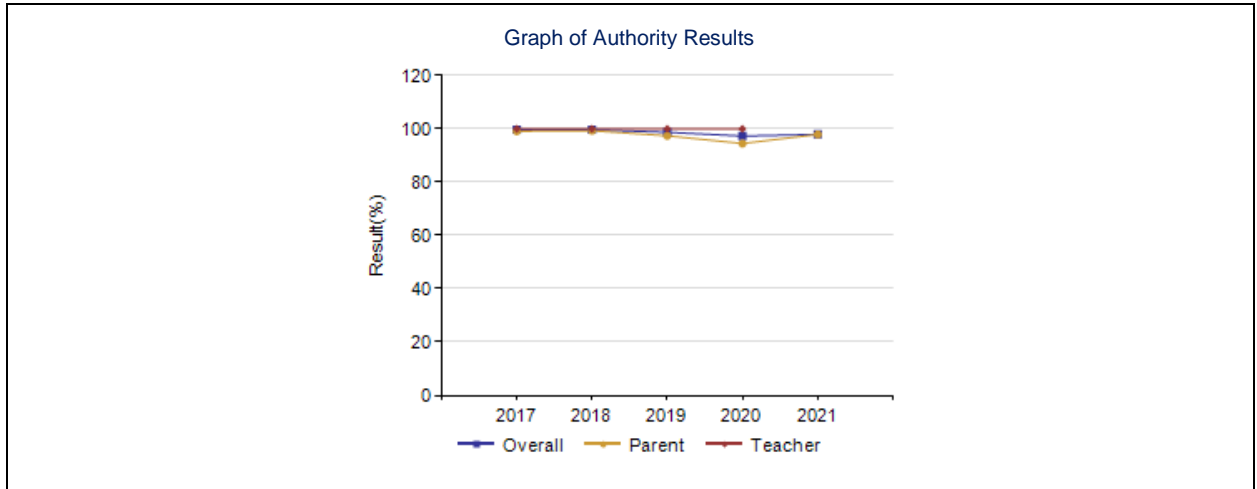
We will continue on with the established parental involvement practices here at CCRS, such as membership meetings, parent-teacher interviews, and involvement in fundraising and extra curriculars. Parents are brought to speed on our AERR and Education Plan through a principal address at our AGM, as well as through our monthly community-wide communication bulletin. These reports are also always available on our school website. It is our hope that through this clear and frequent communication, our community is well aware and invested in the goals we are setting and the direction we are moving as a school. Through this, accountability is built in and the onus is on the administration and Board of Directors to provide assurance back to our community. It is our goal to become more evidence-based in our strategies, analyzing our government assessment reports, for example, and using this to chart our goals and action plans.

One final area to improve our parental involvement is to move towards using the full reporting capabilities of PowerSchool for recording and sharing student assessment results.

Lifelong Learning – Measure Details

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

	Authority										Measure Evaluation			Province									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	69	99.6	89	99.7	107	98.7	84	97.3	25	97.9	n/a	n/a	n/a	62,589	71.0	66,144	70.9	66,943	71.4	69,182	72.6	59,478	82.1
Parent	59	99.1	77	99.3	96	97.4	74	94.5	25	97.9	n/a	n/a	n/a	31,326	64.8	33,714	64.0	33,876	64.0	35,454	64.6	29,693	75.3
Teacher	10	100.0	12	100.0	11	100.0	10	100.0	n/a	n/a	n/a	n/a	n/a	31,263	77.3	32,430	77.8	33,067	78.8	33,728	80.6	29,785	88.9



Notes:

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2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Comment on Results

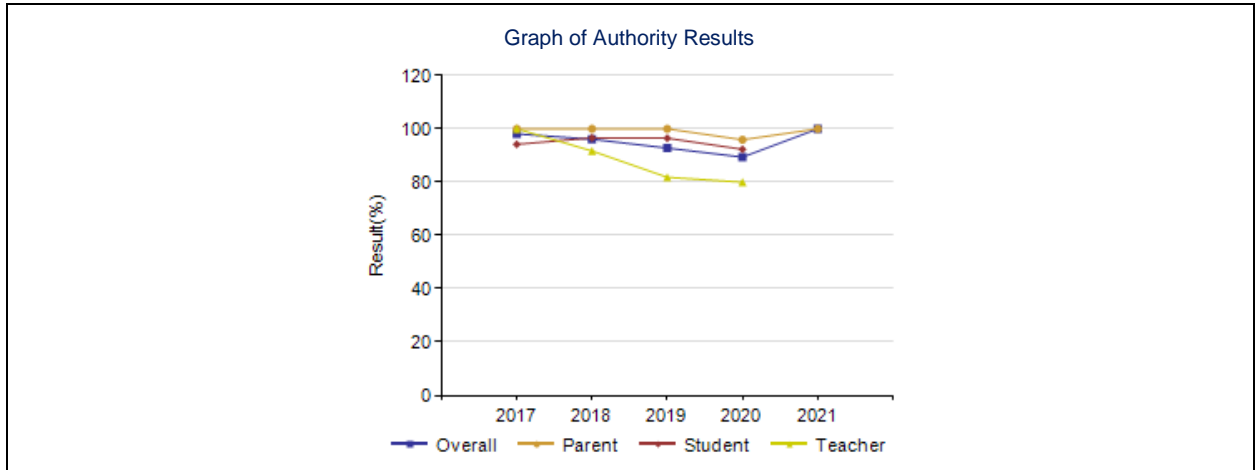
Obviously, given the measure above, the vast majority of our community of respondents agree that CCRS is setting up our students well to demonstrate the knowledge, skills, and attitudes necessary for lifelong learning. We are encouraged by this standing, also given that we rank 10-20% above that of the province.

Of note under this measure, going forward, is an intentional focus on building our high school students' life skills in the area of accountability and self-advocacy through consistent expectations and consequences. High school staff is cognizant of the "gradual release of responsibility" needed from junior high to senior high. Through this, it is our hope that we are producing graduates ready to take on the responsibilities of postsecondary life.

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.

	Authority										Measure Evaluation			Province									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	221	98.1	247	96.1	263	92.8	242	89.4	25	100.0	n/a	n/a	n/a	297,632	81.4	251,246	80.3	263,364	81.0	262,079	81.5	224,041	81.4
Parent	64	100.0	80	100.0	95	100.0	73	95.9	25	100.0	n/a	n/a	n/a	31,845	80.8	34,237	79.3	34,159	80.3	35,896	80.0	28,016	81.7
Student	147	94.2	155	96.6	157	96.5	159	92.3	n/a	n/a	n/a	n/a	234,964	81.1	185,106	80.2	196,592	79.4	192,917	79.6	167,992	79.1	
Teacher	10	100.0	12	91.7	11	81.8	10	80.0	n/a	n/a	n/a	n/a	30,823	82.2	31,903	81.5	32,613	83.4	33,266	85.0	28,033	83.4	



Notes:

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2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
3. 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.

Comment on Results

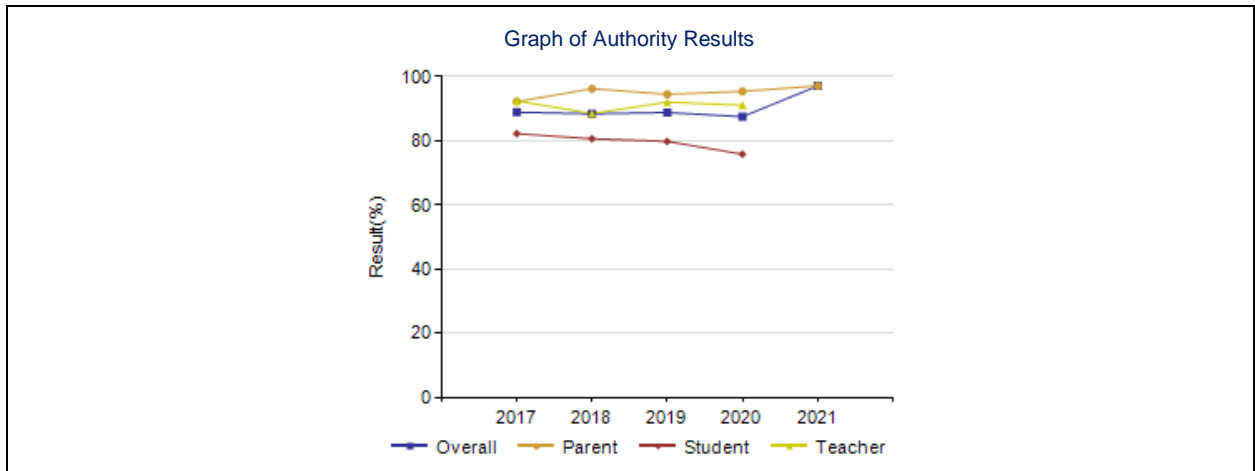
Although we only have data for this measure from the parents, the 100% rate was surprising to find, especially looking at the jump from previous years. Covid schooling was a challenge on many fronts and many staff struggled with feeling like they were reaching our students adequately through online platforms.

This is an area for intentional surveying through our Parental Advisory Committee moving forward. It would be beneficial to know how our stakeholders perceive us as having improved, as well as specific areas for growth.

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.

	Authority										Measure Evaluation			Province									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	155	88.9	184	88.4	205	88.8	191	87.5	25	97.1	n/a	n/a	n/a	207,304	81.9	175,907	81.8	181,846	82.2	184,393	82.4	157,680	81.9
Parent	64	92.2	80	96.2	95	94.5	74	95.4	25	97.1	n/a	n/a	n/a	32,874	80.1	35,489	79.9	35,252	80.1	36,901	80.1	30,817	81.7
Student	81	82.2	92	80.6	99	79.8	107	75.8	n/a	n/a	n/a	n/a	142,957	77.7	107,780	77.2	113,304	77.4	113,541	77.8	96,676	74.9	
Teacher	10	92.4	12	88.5	11	92.0	10	91.1	n/a	n/a	n/a	n/a	31,473	88.0	32,638	88.4	33,290	89.1	33,951	89.3	30,187	89.2	



Notes:

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2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
3. 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.

Comment on Results

In this measure, we have experienced a significant 10% jump from the 2020 results. This ranking is a solid 20% higher over against that of the province. It is an intentional area of focus that we are expanding our course offerings, especially at the high school level.

When we cannot offer all the courses we would like to, especially in the areas of fine arts and technology, we are motivated to encourage these courses being available through online platforms, or lining up work experience opportunities in these domains for our students.

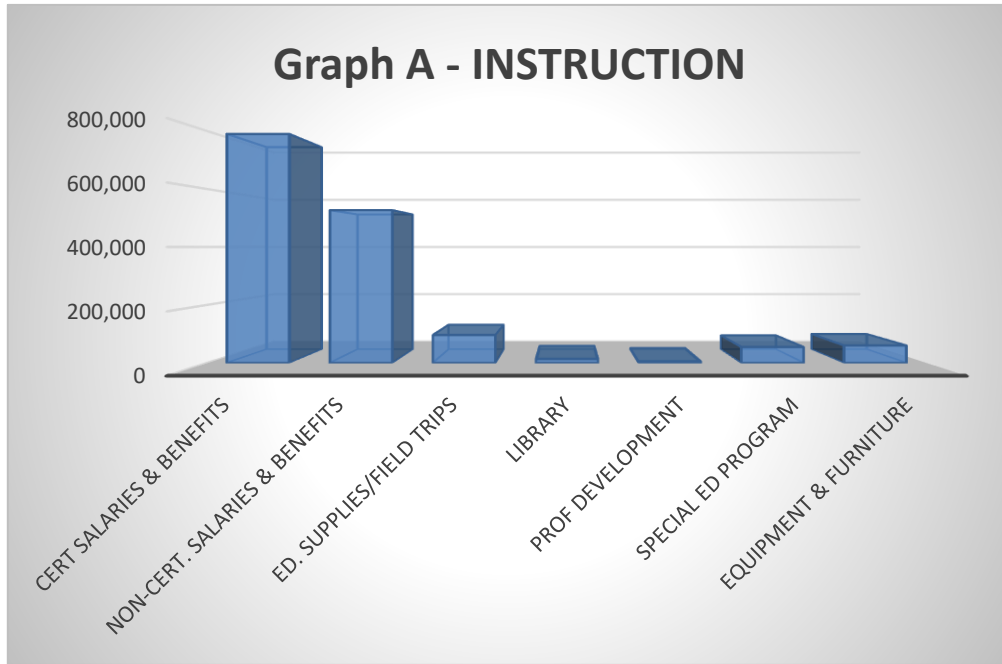
Summary of Financial Results 2020/2021

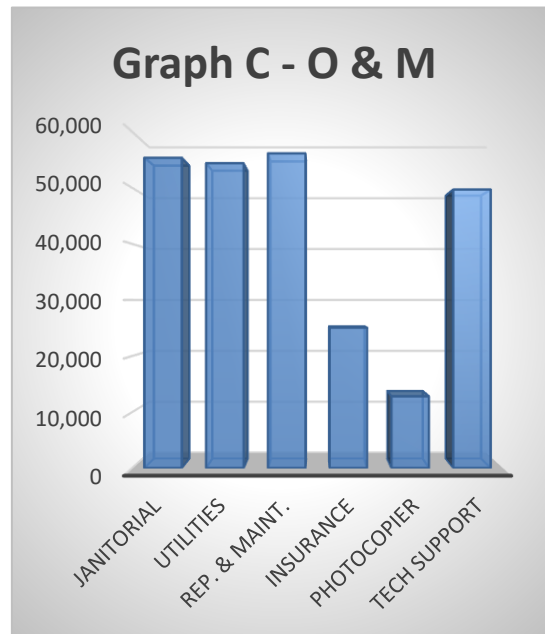
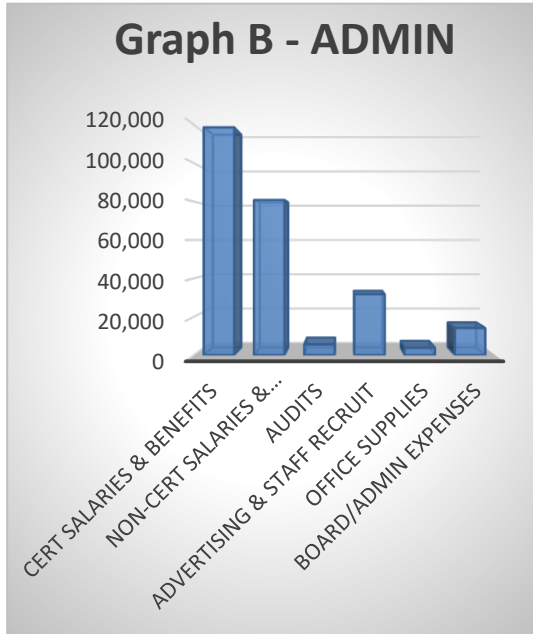
REVENUE

AB Education	1,401,529
Federal Gov't Donation & Tuition	92,400
Other	782,910
	<u>33,397</u>
Total Revenue:	\$2,310,236

EXPENSES

Instruction	1,547,274	(see graph A)
Administration	254,654	(see graph B)
Oper. & Maint.	253,487	(see graph C)
Transportation	175,762	
Other	14,545	
Capital & Debt Serv.	<u>35,546</u>	
Total Expenses:	\$2,281,268	





Domain: Local and Societal Context

Timelines and Communication

Communication between home and school takes place via weekly newsletters, email, phone, monthly bulletins, membership meetings, report cards, school website, and in parent-teacher conferences. In late October our school usually holds its fall membership meeting where our school's Combined Three Year Education Plan and AERR are usually presented by the principal. Prior to this meeting (two weeks before) a summary of financial results and a budget summary are sent to the entire membership (these reports, in summary form, can be found in a financial section located elsewhere in this report). The treasurer goes over these reports at the meeting and answers questions. Hard copies are made available at school for the parents. Our Education Plan and AERR can be found on our website (covenantschool.ca).

Whistleblower Protection

A comprehensive policy has been developed and placed in the Staff Handbook (that all staff receive). This policy is also addressed in our August staff meeting and the details of it are briefly discussed. Staff are also informed at this time that more specifics can be found in the Staff Handbook. Extra copies of this policy can also be accessed by the staff in the office.

There were no disclosures during the 2020-2021 reporting period.

APPENDIX – Measure Details (OPTIONAL)

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

Measure Evaluation Reference (Supplemental AEAMs)

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
4-year High School Completion	0.00 - 71.57	71.57 - 78.63	78.63 - 87.93	87.93 - 91.45	91.45 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 36.23	36.23 - 41.92	41.92 - 58.66	58.66 - 71.19	71.19 - 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
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 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
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00
Transition Rate (4 yr)	0.00 - 21.98	21.98 - 30.52	30.52 - 44.34	44.34 - 61.50	61.50 - 100.00
Transition Rate (6 yr)	0.00 - 35.49	35.49 - 49.47	49.47 - 62.88	62.88 - 72.76	72.76 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00

Notes:

- 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%.
- 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 considers 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

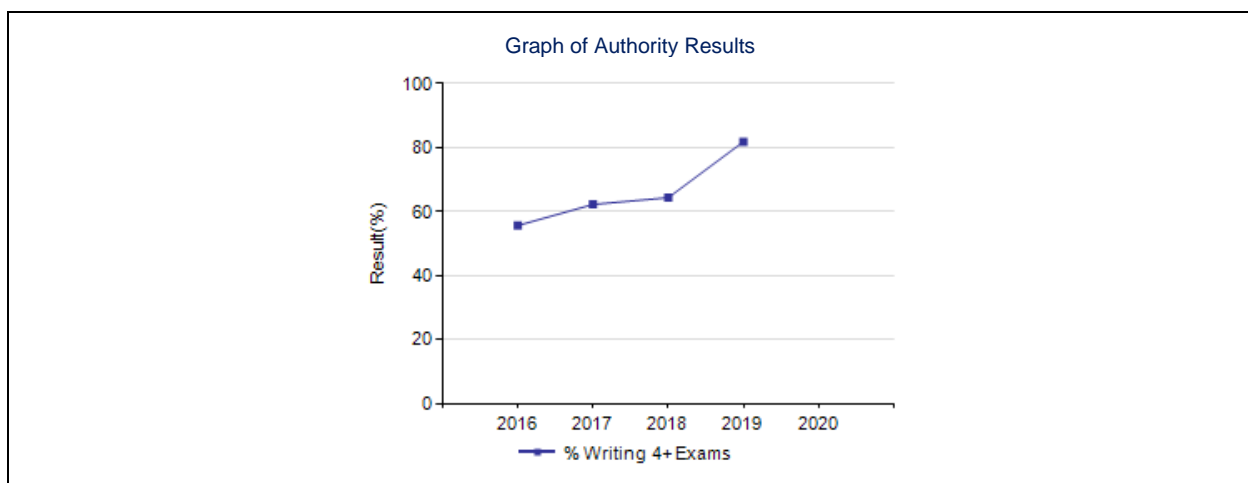
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

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

Diploma Examination Participation Rate – Measure Details

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

	Authority					Measure Evaluation			Province				
	2016	2017	2018	2019	2020	Achievement	Improvement	Overall	2016	2017	2018	2019	2020
N	11	13	14	16	14	n/a	n/a	n/a	44,823	44,982	44,978	45,354	46,245
% Writing 0 Exams	7.3	6.8	7.1	5.6	n/a	n/a	n/a	n/a	14.6	14.4	13.9	13.9	n/a
% Writing 1+ Exams	92.7	93.2	92.9	94.4	n/a	n/a	n/a	n/a	85.4	85.6	86.1	86.1	n/a
% Writing 2+ Exams	92.7	93.2	85.7	94.4	n/a	n/a	n/a	n/a	82.3	82.7	83.3	83.3	n/a
% Writing 3+ Exams	64.9	77.7	85.7	94.4	n/a	n/a	n/a	n/a	65.5	66.5	67.1	67.1	n/a
% Writing 4+ Exams	55.6	62.2	64.3	81.8	n/a	n/a	n/a	n/a	55.2	56.0	56.6	56.6	n/a
% Writing 5+ Exams	27.8	7.8	21.4	56.6	n/a	n/a	n/a	n/a	37.7	38.0	38.8	38.3	n/a
% Writing 6+ Exams	18.5	0.0	0.0	12.6	n/a	n/a	n/a	n/a	13.7	14.0	14.3	13.7	n/a



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 the Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.
3. 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.
4. 2016 results for 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.
5. Current and historical results were adjusted to reflect an update to the Alberta Education Assurance Measure reporting system.

Diploma Examination Participation Rate – Measure Details

Percentage of students writing 1 or more Diploma Examinations by the end of their 3rd year of high school, by course and subject.										
	Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
N	11	13	14	16	14	44,823	44,982	44,978	45,354	46,245
English Language Arts 30-1	54.5	46.2	78.6	81.3	n/a	54.2	55.3	56.6	55.9	n/a
English Language Arts 30-2	36.4	46.2	7.1	12.5	n/a	28.8	29.0	27.9	29.0	n/a
Total of 1 or more English Diploma Exams	90.9	92.3	85.7	93.8	n/a	80.5	81.3	81.5	81.7	n/a
Social Studies 30-1	54.5	38.5	64.3	81.3	n/a	45.4	45.2	45.2	44.3	n/a
Social Studies 30-2	36.4	53.8	28.6	12.5	n/a	36.0	36.6	37.3	38.0	n/a
Total of 1 or more Social Diploma Exams	90.9	92.3	92.9	93.8	n/a	80.7	81.2	81.8	81.7	n/a
Pure Mathematics 30	0.0	0.0	0.0	0.0	n/a	0.0	0.0	0.0	0.0	n/a
Applied Mathematics 30	0.0	0.0	0.0	0.0	n/a	0.0	0.0	0.0	0.0	n/a
Mathematics 30-1	18.2	15.4	35.7	25.0	n/a	36.6	35.7	36.7	35.4	n/a
Mathematics 30-2	45.5	61.5	35.7	68.8	n/a	23.8	25.2	25.0	26.1	n/a
Total of 1 or more Math Diploma Exams	63.6	76.9	71.4	93.8	n/a	58.6	58.9	59.6	59.3	n/a
Biology 30	45.5	61.5	50.0	81.3	n/a	40.9	42.0	42.9	42.4	n/a
Chemistry 30	36.4	0.0	7.1	50.0	n/a	35.7	35.3	36.0	35.2	n/a
Physics 30	18.2	7.7	42.9	18.8	n/a	19.4	18.8	18.8	17.7	n/a
Science 30	0.0	0.0	0.0	0.0	n/a	15.8	17.0	17.1	18.2	n/a
Total of 1 or more Science Diploma Exams	54.5	61.5	78.6	81.3	n/a	60.8	61.6	62.1	62.1	n/a
Français 30-1	0.0	0.0	0.0	0.0	n/a	0.3	0.3	0.3	0.3	n/a
French Language Arts 30	0.0	0.0	0.0	0.0	n/a	2.8	3.0	2.7	2.6	n/a
Total of 1 or more French Diploma Exams	0.0	0.0	0.0	0.0	n/a	3.1	3.3	3.0	2.9	n/a

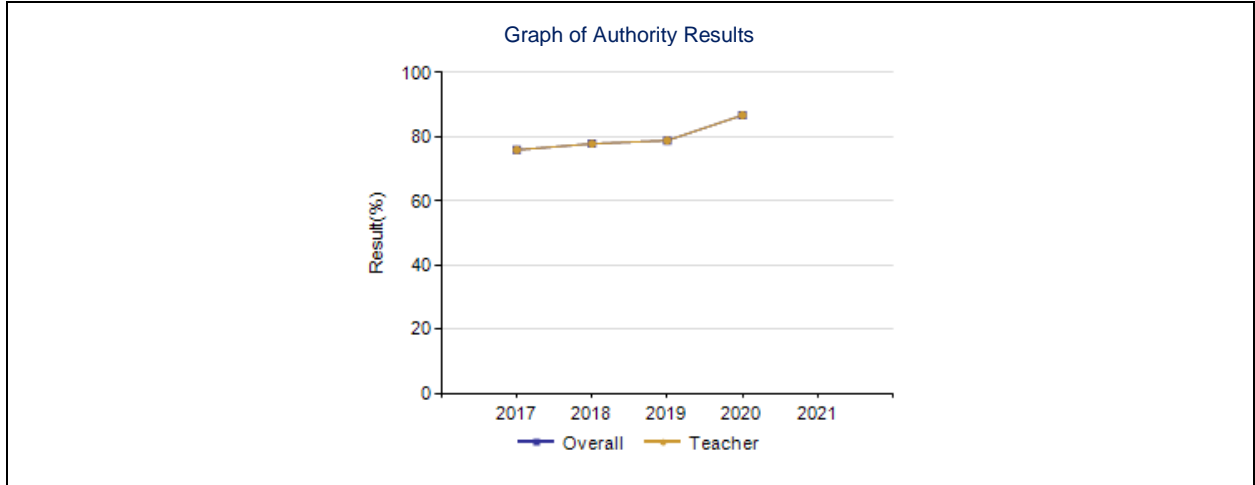
Notes:

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3. 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.
4. 2016 results for 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.
5. Current and historical results were adjusted to reflect an update to the Alberta Education Assurance Measure reporting system.

In-service Jurisdiction Needs– Measure Details

The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.

	Authority										Measure Evaluation			Province									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	10	75.9	12	77.8	11	78.8	10	86.7	n/a	n/a	n/a	n/a	31,288	84.3	32,428	84.3	33,074	85.2	33,766	85.0	29,619	84.9	
Teacher	10	75.9	12	77.8	11	78.8	10	86.7	n/a	n/a	n/a	n/a	31,288	84.3	32,428	84.3	33,074	85.2	33,766	85.0	29,619	84.9	

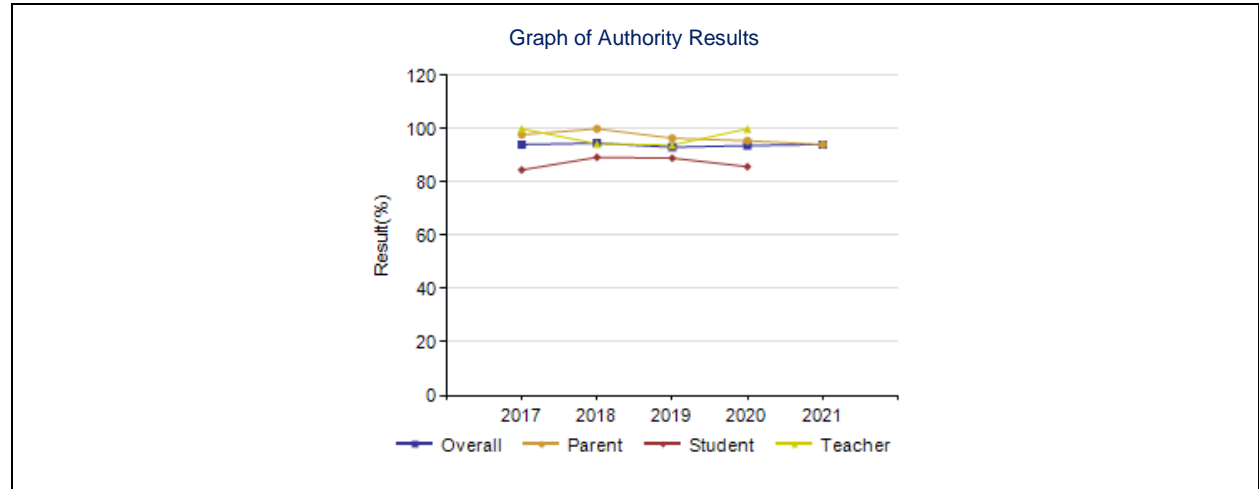


Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Program of Studies - At Risk Students – Measure Details

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.																							
	Authority										Measure Evaluation			Province									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	221	94.1	247	94.6	263	93.1	243	93.7	25	94.1	n/a	n/a	n/a	160,737	84.9	253,515	84.2	265,362	84.7	264,165	84.9	230,686	82.7
Parent	64	97.8	80	100.0	95	96.5	74	95.5	25	94.1	n/a	n/a	n/a	32,800	77.2	35,439	77.0	35,184	77.8	36,846	78.1	30,874	76.7
Student	147	84.6	155	89.3	157	89.0	159	85.8	n/a	n/a	n/a	n/a	96,489	83.4	185,470	81.7	196,933	81.9	193,409	82.2	169,631	80.2	
Teacher	10	100.0	12	94.4	11	93.9	10	100.0	n/a	n/a	n/a	n/a	31,448	94.1	32,606	94.0	33,245	94.5	33,910	94.4	30,181	91.2	



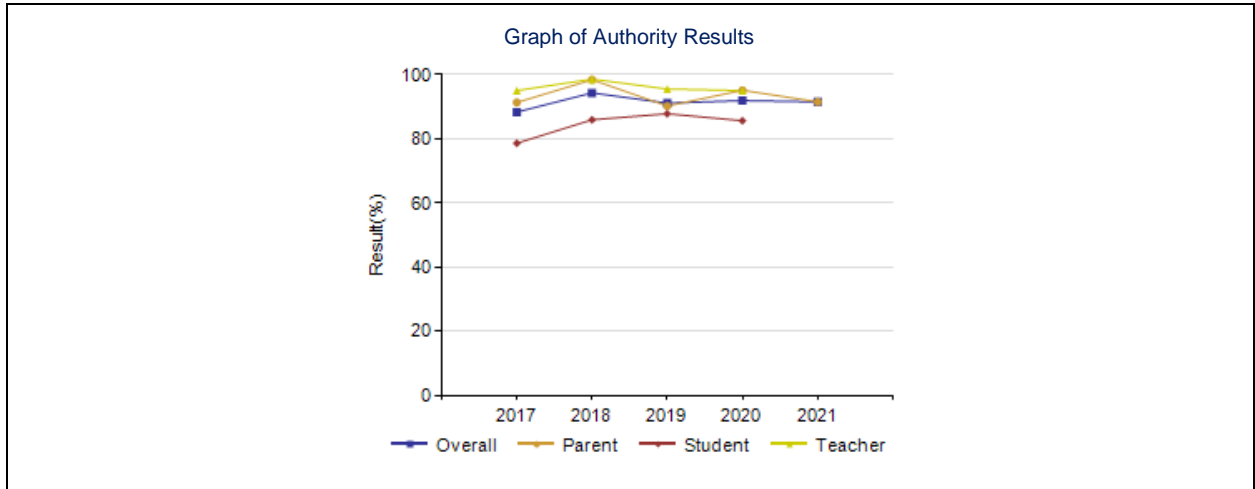
Notes:

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2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
3. 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.

Satisfaction with Program Access – Measure Details

Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.

	Authority										Measure Evaluation			Province									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	221	88.3	247	94.3	261	91.1	243	91.9	24	91.5	n/a	n/a	n/a	159,543	73.2	251,836	72.8	263,978	73.1	262,662	75.2	228,281	71.8
Parent	64	91.3	80	98.4	93	90.2	74	95.1	24	91.5	n/a	n/a	n/a	31,898	61.6	34,350	61.2	34,371	61.1	35,963	68.4	29,417	65.7
Student	147	78.6	155	85.9	157	87.8	159	85.6	n/a	n/a	n/a	n/a	n/a	96,258	80.0	184,949	78.9	196,411	78.8	192,861	79.0	168,839	71.9
Teacher	10	95.0	12	98.6	11	95.5	10	95.0	n/a	n/a	n/a	n/a	n/a	31,387	78.1	32,537	78.3	33,196	79.3	33,838	78.1	30,025	77.8



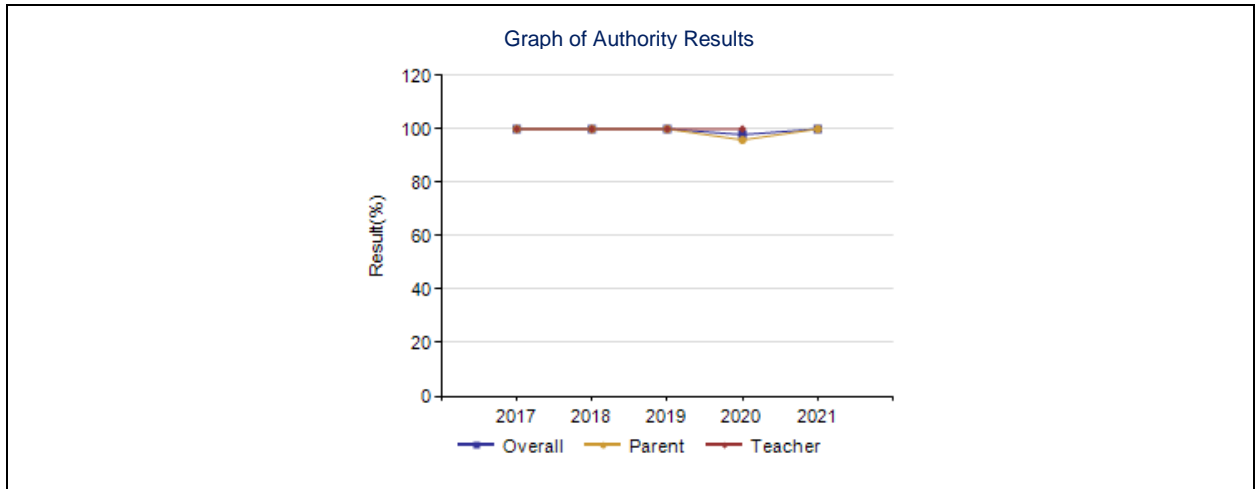
Notes:

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2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
3. 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.

	Authority										Measure Evaluation			Province									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%
Overall	67	100.0	90	100.0	103	100.0	83	97.9	25	100.0	n/a	n/a	n/a	61,674	82.7	65,186	82.4	66,088	83.0	68,221	84.1	58,109	85.7
Parent	57	100.0	78	100.0	92	100.0	73	95.9	25	100.0	n/a	n/a	n/a	30,828	75.1	33,176	74.6	33,423	75.2	34,944	76.0	28,862	77.8
Teacher	10	100.0	12	100.0	11	100.0	10	100.0	n/a	n/a	n/a	n/a	n/a	30,846	90.4	32,010	90.3	32,665	90.8	33,277	92.2	29,247	93.7



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

PAT Results Course By Course Summary By Enrolled With Measure Evaluation (optional)

		Can Reformed Sch - Neerlandia							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	24	95.8	21	100.0	54,820	83.2	49,573	82.9
	Standard of Excellence	Intermediate	Maintained	Acceptable	24	16.7	21	23.1	54,820	17.8	49,573	19.1
French Language Arts 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	3,559	87.7	3,122	86.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	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	Declined	Acceptable	24	87.5	21	98.6	54,778	72.5	49,502	71.5
	Standard of Excellence	Very High	Maintained	Excellent	24	41.7	21	35.1	54,778	15.0	49,502	13.5
Science 6	Acceptable Standard	Very High	Maintained	Excellent	24	95.8	21	100.0	54,879	77.6	49,520	77.9
	Standard of Excellence	High	Declined Significantly	Issue	24	33.3	21	64.1	54,879	28.6	49,520	28.9
Social Studies 6	Acceptable Standard	High	Declined	Acceptable	24	83.3	21	93.6	54,802	76.2	49,511	73.1
	Standard of Excellence	High	Maintained	Good	24	25.0	21	23.2	54,802	24.4	49,511	22.3
English Language Arts 9	Acceptable Standard	High	Maintained	Good	22	86.4	15	95.7	47,465	75.1	45,363	76.6
	Standard of Excellence	Very Low	Declined	Concern	22	4.5	15	18.2	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	Very High	Declined	Good	22	81.8	15	93.3	46,764	60.0	44,959	64.7
	Standard of Excellence	Very Low	Declined Significantly	Concern	22	4.5	15	28.4	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	Very High	Maintained	Excellent	22	90.9	15	93.7	47,489	75.2	45,363	74.6
	Standard of Excellence	Very High	Maintained	Excellent	22	22.7	15	24.5	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	Very High	Maintained	Excellent	22	81.8	15	87.0	47,496	68.7	45,366	66.1
	Standard of Excellence	Intermediate	Declined	Issue	22	13.6	15	27.3	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