



Northland School Division No. 61

**Combined
Three Year Education Plan
For 2016-2019
And
Annual Education Results Report
2015-16**



2016/2019 Combined Three Year Plan and Annual Education Results Report – 2015/16

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Message from Board Chair

Northland School Division (NSD) is committed to achieving Goal 2 of the Ministry of Education Business Plan. “The achievement gap between First Nations, Métis and Inuit students and all other students is eliminated” – “Eliminate the Gap”

Eliminating the gap can only be achieved with quality programing, quality teaching and real partnerships with our students, parents, communities and all other organizations supporting the success of children and families.

Data analysis has shown definite increases in literacy results and also the correlation between attendance and results. Although not the only factor in student success, attendance is a critical component. Everyday Does Count!

NSD is very fortunate to have so many partners committed to working together to ensure the educational success of all students -- proud, culturally rich, successful learners. We look forward to continuing to work together and strengthening these partnerships to ensure we eliminate the gap.

Accountability Statement

The Annual Education Results Report for the 2015-16 school year and the Education Plan for September 1, 2016 for Northland School Division No. 61 was prepared under the direction of the Board in accordance with its responsibilities under the School Act and the Government Accountability Act. 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, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2015/2016 school year and the Education Plan for 2016-2019 on November 24, 2016.

Publication and Communication

Copies will be sent to each Local School Board Committee Chairperson, all principals and vice-principals and senior administrative staff.

A copy of this plan is available from the Divisional Office at 1-800-362-1360, or you may view this document on our website at the following link: <http://nsd61.ca/about-us/reports>

To view a summary of the report click the following link: <http://nsd61.ca/download/88294>

Lois Byers, Official Trustee

Gord Atkinson, Superintendent of Schools



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JURISDICTION PROFILE/CONTEXT

Northland School Division No. 61 offers educational services to primarily First Nation and Métis students in twenty-four (24) schools located throughout the northern half of Alberta.

The Northland School Division Act set the boundaries of the jurisdiction as that part of Alberta lying north of the north boundary of township 55 excepting any lands contained in any other school division or any First Nation.

In the spring of 2016, Minister of Education, David Eggen, announced his intention to reinstate an elected Board of Trustees in Northland School Division No. 61 in the fall of 2017.

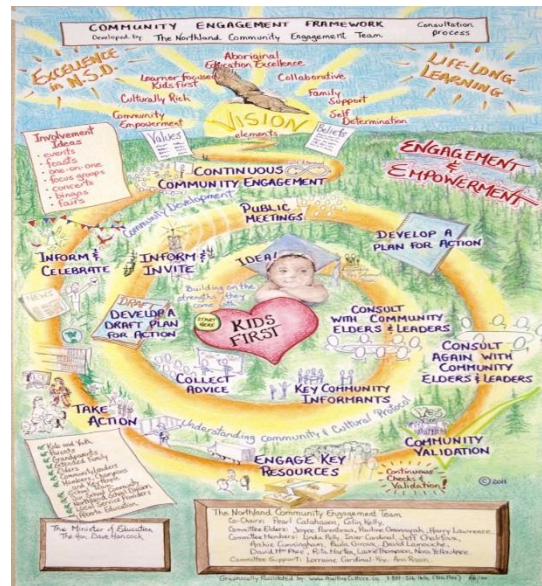
Since its inception in 1961, there have been numerous reviews of the Northland School Division. The Northland School Division Inquiry Team Report released in January of 2011 provides a framework of recommended actions to improve student success and eliminate the achievement gap between First Nations and Métis students and other students in the province. The government response to the recommendations contained in the Inquiry Team Report was released in June, 2014. The combined 2016-19 Three Year Plan and Annual Education Results Report 2015-16 identify NSD results and plans in relation to these recommendations.

The Northland Community Engagement Team (NCET) report released in June 2014 provides a community based response to the recommendations on key issues arising from the Northland Inquiry Team Report. The NCET developed a Vision Statement for Northland School Division and outlined a process for community engagement. The report identified five priority areas: Aboriginal Content Infusion, Combined Regional and Virtual High School, Orientation Program, Alberta Education Establish a Regional Service and Support Consortium and Governance.

Vision Elements



Community Engagement Framework





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The Community Engagement Team Report can be found at:

<http://education.alberta.ca/media/8874934/northland%20school%20division%20community%20engagement%20team.pdf>

The Northland Inquiry Team Report can be found at:

<http://education.alberta.ca/media/8874959/northland%20school%20division%20community%20inquiry%20team%20report.pdf>

The government response to the recommendations can be found at:

http://education.alberta.ca/media/8875155/nsd_goa_response.pdf

Outcomes One and Two:

Alberta's Students Are Successful and

The Achievement Gap between First Nations, Métis and Inuit and All Other Students Is Eliminated

Because virtually all Northland students claim First Nations and /or Métis heritage, outcomes one and two are intertwined.

Northland School Division is focused on the growth of children as human beings within their own context, by acknowledging their value as aboriginal children. We believe that students need to have respectful, positive images and stories in their classrooms. They need opportunities to learn about their community: its history, language, culture, and traditions as part of their educational experience.

The Northland Inquiry Team Report (2010) outlined a series of recommendations for the school division and government that provide the framework to achieve student success and eliminate the First Nations, Métis, and Inuit achievement gap between our students and other students in the province.

NSD is developing plans and programs to engage students by creating authentic learning opportunities that reflect local community values, language, culture and knowledge as a starting point and touchstone for addressing outcomes of the Alberta curriculum. Local community engagement is essential throughout this process. Our students live in communities that have a rich history and traditional knowledge. The local environment provides many opportunities for land based learning and teaching. We have a responsibility to create learning opportunities that support students to develop a strong sense of identity and pride in themselves and their communities.

Regular attendance beginning in the early years and continuing on through high school is essential if Northland students are to achieve success and eliminate the First Nations, Métis, and Inuit achievement gap. Northland School Division has developed and is implementing a student centered plan to improve student attendance. The Division recognizes that strong positive relationships with parents and programming that meets the needs of students through all phases of their learning journey are essential to improving and maintaining high rates of attendance. As well, the Division has a role to play to heighten parent and community awareness of the critical importance of attendance.

Students need to have high levels of literacy, numeracy, critical thinking and problem solving skills to achieve success in school and in life. These need to be developed using practices and resources that are responsive to student interests, strengths and needs. While our students do reside in rural and remote communities, they require opportunities to learn about other communities and contexts. Students, particularly at the secondary level,



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require access to a range of courses to maintain engagement with learning, explore interests, and shape plans for their lives following completion of high school. This is a challenge in small remote schools.

Our goal is to provide enriched learning opportunities that engage students so that they will be encouraged to reach their will full potential. We are committed to researching approaches that are demonstrating success for First Nation, Métis, and Inuit students and to working with communities to implement successful practices.

Outcome Three: Alberta's Education System is Inclusive

Establishing and maintaining “good relations” is a shared traditional value in the communities served by Northland School Division. This shows itself in a strong ethic of caring where the gifts that each student brings are appreciated and nurtured. Communities have highlighted the importance of enabling every child to receive a quality education without having to leave their home community. Working respectfully with communities to create schools and classrooms where students, family and community members feel welcomed and valued is critical to achieving student success and is part of the process of reconciliation.

Outcome Four: Alberta has Excellent Teachers, School and Authority Leaders

Quality teaching and school leadership in NSD require teachers, principals and division leaders to have strong instructional knowledge and to be committed to working in an ongoing partnership with their communities. Community engagement is essential to the development of rich, relevant, and authentic learning opportunities aligned to the Alberta education learning outcomes. In the NSD context, collaborative leadership must involve educators and local community partners to enable staff to embed community and traditional knowledge, values and resources into educations programs for students.

NSD is fortunate to have many community based staff working in the schools. These individuals can play a leadership role in connecting local community knowledge and resources to educational programming for students. NSD has and will continue to advocate for support to increase numbers of qualified First Nation, Métis, and Inuit professionals in the school division.

Outcome Five: The Education System is Well Governed and Managed

NSD is a large distributed school jurisdiction serving twenty-two distinct northern communities. Elected Local School Board Committees serve an important role in representing local community perspectives to those responsible for management and governance of Northland School Division. Finding ways to support ongoing, open two-way communication and community engagement are a top priority to ensure that district level decisions take into account local perspectives and that Divisional decisions are supported and understood in the communities.



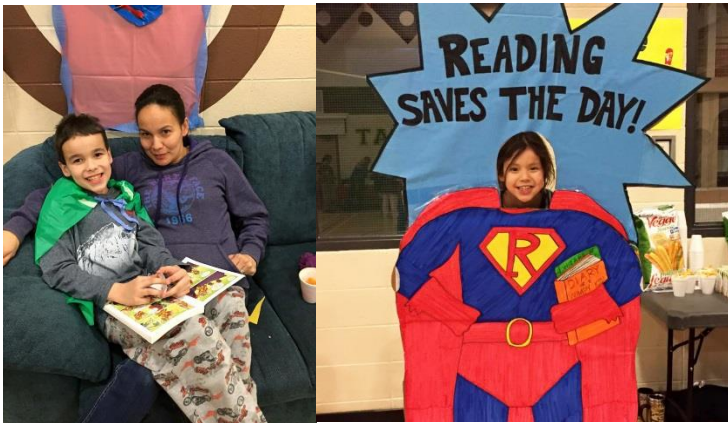
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Major Accomplishments

Northland School Division is pleased to share progress made in response to Northland Inquiry Team Report and Northland Community Engagement Team Report recommendations.

Division Wide Focus on Literacy (Recommendations 3, 4, 5, 9,10, 21)

Northland School Division is working on a multi-year plan to increase the number of students reading at grade level. **The number of students reading at grade level increased.**



In conjunction with Family Literacy Day (January 27th), St. Theresa School in Wabasca-Desmarais hosted Super Family Literacy Night! Super families enjoyed a night of super hero entertainment, snacks, crafts and more
<http://sttheresaschool.ca/about/school-news/post/family-literacy-day-2016>.

- In 14/18 schools we saw consistent improvement which averaged between 7% and 8% increase in the number of students reading at grade level.
- We noted a trend that shows that the longer the students are with us the better they do!
- All schools are implementing the division literacy framework.
- Schools use First Nations, Métis and Inuit Resources to weave indigenous knowledge into literacy instruction; ex: *Oral Storytelling*.
- Schools host literacy celebrations with students, parents and community members.
- Teachers utilize iPads and Chrome books for literacy lessons.
- Literacy Initiative is supported by Industry. Cenovus Energy is helping to fund professional development sessions and purchase of additional resources.
- Principals and School Literacy Leads participate in Professional Learning Communities to build literacy leadership capacity by reviewing achievement data, sharing successes and plans for continued improvement.
- Teachers participated in literacy professional development activities to enhance their teaching in key areas such as Guided Reading and Handwriting Without Tears for Kindergarten and Grade One Teachers, Levelled Literacy Intervention Training and PM Benchmarking assessment training for Principals and Literacy Leads
- Completed an inventory of all Literacy materials in all but three schools to ensure that to ensure guided reading resources were identified and ready to use.
- Calibrated the PM Benchmarking results to reflect Canadian standards for grade level performance.



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- Purchased materials to ensure schools have access to high quality research based resources for Guided Reading.
- Organized a summer reading program for all schools.
- Developed a Whole School Write framework for the Division.
- Worked with Frontier College to offer Summer Camps in five Northland Communities to support literacy learning



Elementary students at Athabasca Delta Community School in Fort Chipewyan are developing reading and writing skills through a program called Jolly Phonics! The program introduces all the letter sounds with an action, song and storyline <http://adcs.ca/about/school-news/post/jolly-learning-for-fort-chipewyan-students>.



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First Nation, Métis, and Inuit Education and Land-based Learning (Recommendations 8, 12, 13, 14, 19, 20, 21, 24)

Building Knowledge and Understanding of Indigenous Perspectives

- NSD provided a strong cultural orientation for all new staff to increase their knowledge of NSD's communities, their geography, their histories, the treaties, the governance, the protocols and the role of elders.
- NSD provided professional development for central office, senior leadership, administrators, educators and support staff to learn about First Nations, Métis and Inuit perspectives and experiences, the treaties and the history and legacy of residential schools.



Cree Language Instructors attended professional development September 19-20, 2016 in Slave Lake to discuss and develop strategies to revitalize the Cree language in meaningful ways. These sessions also help our Cree Language Instructors feel confident using the Cree Language Program of Studies.



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Bee Calliou Schadeck from Center of the Sky educated new teachers about Canada's history and how it impacted Indigenous peoples. During a presentation, she wove in personal stories while explaining Residential Schools and the impact it has in our school communities.

Weaving Indigenous Perspectives in the Curriculum

- In partnership with Kee Tas Kee Now Tribal Council NSD offered teachers the opportunity to participate in two multi day land based learning camps to learn to unpack the curriculum in order to plan lessons and units that connect indigenous perspectives and knowledge with the Alberta Curriculum
- All schools received resources and implemented local plans to support student learning of indigenous languages and cultures. Community Elders are involved in schools and events.

Activities throughout the year included:

Honouring First Nations and Métis veterans on Remembrance Day; Elder protocol; Elder visits; smudging; fish scale art; drumming; hand games and tournaments; Métis dances, fiddling, jigging and jingle dancing; skinning rabbits, deer, moose and beaver; duck plucking, bannock making; dry meat preparation; berry picking; Métis sash making; story telling/legends; ice fishing; dog sledding; moose calling and making moose callers; moose tracks/habitat/history; plant and tree identification; canoeing; archery; moccasin making; building emergency shelters.



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Experience paid off for ADCS at the Youth Regional Hand Games in High Prairie. On May 14, 2016, the school captured a 1st and 4th place finish during the tournament that coincided with the High Prairie Traditional Pow Wow.



From February 22-26, 2016, Father R. Perin School in partnership with Sekweha (a youth centre in Janvier), parents and community members organized the Experiential Learning Initiative (ELI) Ice Fishing Camp. The camp, located on Winefred Lake, set the stage for students and staff to learn the traditional ways of ice fishing. The purpose for the camp is to help students make connections between curriculum being taught in the classroom and their experience at fish camp. For Math, classrooms took data from all the measurements of the fish and come up with the mean, median and mode; for Social Studies, comparing past and present used for the Chipewyan Prairie First Nation land and for literacy, elementary student created word walls to describe what they saw <http://fatherrperinschool.ca/about/school-news/post/fish-camp-photos>.



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Kateri School students in grades 3 to 12 learn how to make smoked whitefish. They began with scaling of the fish, then cutting it so that it could be smoked. All the students who were involved in this project were able to take the finished product home to share with their families <http://katerischool.ca/about/school-news/post/kateri-school-smokes-whitefish>.

All 24 schools hosted events to celebrate Aboriginal Day and/or Métis Cultural days



Paddle Prairie School and Dr. Mary Jackson School students learn how to make a mini-Métis Sash and create art with fish scales on Aboriginal Day <http://paddleprairieschool.ca/about/school-news/post/paddle-prairie-celebrates-aboriginal-day>





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Elizabeth School held its annual Métis Day celebration on Thursday, June 9th. With the help of teachers and support staff, as well as community volunteers, a whole day of activities was planned for the students. The events organized include jigging, leg wrestling, log sawing/nailing and storytelling <http://elizabethschool.ca/about/school-news/post/Métis-day-at-elizabeth-school2>.

Collaborative Partnerships with First Nations

- Applied for and received Building Collaboration and Capacity in Education Grants with Athabasca Tribal Council, Kee Tas Kee Now Tribal Council and Bigstone Cree Nation

Strengthening Cree Language Instruction

- Provided Professional Learning for Indigenous Language Instructors/Teachers
- Provided coaching and mentorship to support to language instructors, teachers and principals

Land-based Learning

- 11 schools participated in week long land based learning cultural camps
- 21 schools participated in day long land based learning cultural camps



Athabasca Delta Community School (ADCS) just completed their third annual fall moose camp, bringing students, Elders, land-users and teachers together on the land to camp, harvest and learn from each other. Moose camp is part of Experiential Learning Initiative (ELI), which is an approach to learning that champions the vision of Walk in Two Worlds by weaving indigenous culture, worldviews and ways of knowing into the classroom, curriculum and learning outcomes <http://adcs.ca/about/school-news/post/moose-camp-2016>. About 160 students at the school are able to experience seasonal camps. They take part in everything such as hunting, fishing and identifying plants for medicinal purposes.



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Career and Technology Studies (CTS) and Career and Technology Foundations (CTF) (Recommendations 17, 18, 21, 23)



Junior high students from Gift Lake School are more familiar with welding after attending the Mind over Metal welding camp. The camp, hosted by the Canadian Welding Association Foundation, exposed students to welding safety, gas metal arc welding, introduction to welding symbols and the impact the trade has on our daily lives <http://giftlakeschool.ca/about/school-news/post/students-attend-mind-over-metal-camp>.



Northland School Division hosted its 2nd Annual Photography Contest! *In addition to submitting photos, students were asked to submit a short story to explain the photograph to judges* <http://nsd61.ca/about-us/division-news/post/2nd-annual-northland-photography-contest-results>.

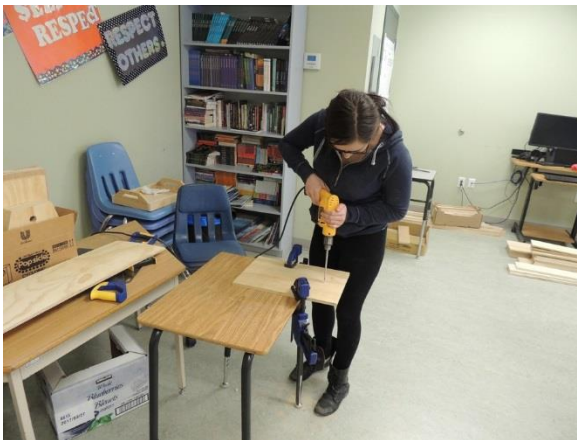
- Provided professional development and curriculum materials for CTS and CTF programs to support schools
- Cenovus Energy is helping in a significant way to fund additional learning opportunities and resources such as instructional tools and materials, field trips (i.e. Skills Alberta, 'Mind Over Metal' welding camp)



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sponsored by Canadian Welding Association and Cenovus, post-secondary education tours) school-based CTS/CTF projects and career fairs.

- Working towards developing dual credit programs.
 - We have a long standing formal partnership with Kee Tas Kee Now Tribal Council (KTC) that supports professional development, resources and knowledge to support Career and Technology Studies (CTS)
 - We have developed partnerships with industry through the Sustainable Communities Initiative (SCI) that supports building capacity for youth in the community.
- Goal is to expose students to at least six different areas of Career and Technology Studies for every three years a student attends school from grade 7 – 12.
- We continue to partner with Northern Lakes College, Careers Next Generation, Cenovus and local businesses to increase access to work placements, materials, facilities, and professional development CTF and CTS programming for students
- 2nd Annual NSD Photography contest - included a literacy component
- Offered weeklong intensive courses at small schools using NSD Cenovus trailer and gear to provide students with the opportunity to participate in introduce CTF programming and to enable students to earn CTS credits in a compacted time frame
- Built and supported teacher capacity to offer a range of CTS courses in small high schools
- With support of the Cenovus grant, acquired a third CTS trailer to bring CTS materials to remote schools



Paddle Prairie School hosted a Career and Technology Studies Week from February 29- March 4, 2016. Students in grades 7-12 participated in courses related to sewing, moccasin making, cooking, woodworking and mechanics <http://paddleprairieschool.ca/about/school-news/post/career-and-technology-studies-week-february-29-march-4th>.



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Approximately 20 educators from KTC, Northland School Division (NSD), Peace River School Division, Holy Family Catholic Regional Division and Conseil scolaire du NORD-OUEST attended a Lego Robotics workshop at Cadotte Lake School November 17th. The workshop was organized to introduce Lego Robotics to teachers and support staff and discuss how it can be used to teach core subject outcomes <http://nsd61.ca/about-us/division-news/post/lego-robotics-workshop>.

Attendance Improvement Initiative 'Every Day Counts' (Recommendation 3)

- Student attendance has improved by 3% (2013-2014 = 78%, 2014-2015 = 80% and 2015-2016 = 81%).
- **909** students achieved **90% or better** attendance for the 2015-16 school year.
- **451** students achieved **95% or better** attendance for the 2015-16 school year.



Conklin Community School presented a plaque for achieving over 90% attendance for the 2015-2016 school year!



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In 2015-2016, Northland School Division awarded three \$50 Visa Gift Cards per month to students who achieved 90% or better.

- All schools have established School Attendance Committees and 17 hosted community meetings to discuss the importance of regular school attendance.
- All schools use the [Attendance Improvement Planning Tool](#) to report attendance targets, implement appropriate strategies, determine responsibilities and timelines, and demonstrate specific evidence of successes at four specific reporting periods throughout the school year – September, February, June and August.
- The [Attendance Improvement Initiative 'Every Day Counts' Toolkit](#) supports school-based attendance programs.
- Division Student Attendance Monthly Awards Draw Grades 9-12. Students who achieve 90% or better are entered into a draw to win a \$50 Visa Gift Card
- Communications Coordinator worked with schools to ensure consistent attendance messaging for newsletters, Facebook and school websites
- *School Attendance Strategies* on the Northland School Division website are updated so schools can learn from each other <http://nsd61.ca/programs/attendance-improvement-initiative/school-attendance-strategies>
- Training and support is available school staff to consistent reporting of student attendance

High School Success (Recommendations 17, 18)

- Since 2013 there has been a steady increase in the number of high school students achieving the acceptable standard on diploma exams.
- Mistassiniy, Kateri, and Paddle Prairie Schools participated in *Moving Forward with High School Redesign*
- In 2015, a Community Engagement Facilitator was hired to promote student, parent and community engagement in Wabasca-Desmarais.



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- Mistassiniy School for example, a teacher is working as a grad coach to assist students.
- High Schools offer Learning Strategies 15, 25, 35. These courses support students to understand their own learning styles and take greater responsibility to plan, monitor and evaluate their learning.
- Success with outreach programs; particularly Career Pathways School in Wabasca-Desmarais. Many NSD students respond positively to the flexibility, small group environment and emotional supports that are provided.



May 19, 2016 will forever be in the minds of Bill Woodward School graduates. Despite the school being closed due to the wildfire situation in the Fort McMurray and area, a group of students and teachers organized a high school graduation ceremony at Ruth's Chris Steakhouse in Edmonton through Facebook. The restaurant donated the venue, and Education Minister David Eggen arrived to hand the graduating class their diplomas — the first time he has done that as minister <http://billwoodwardschool.ca/about/school-news/post/a-graduation-ceremony-to-remember-for-anzac-students>.

High Quality Teaching and Leadership (Recommendations 19, 20, 21)

- *The Human Resources teacher working group finalized the list of descriptors to support the Teaching Quality Standard.*
- *Teachers were supported to complete post graduate university courses*
- *staff were sponsored to access post-secondary training.*
- *One teacher was supported for a one year professional improvement leave.*
- *One teacher was supported to take masters level course work in Land Based Learning.*
- *New Principal and New Teacher Orientations continue to take place in a Northland community (Wabasca-Desmarais 2016).*
- *Recruitment and Hiring has been streamlined to facilitate candidates being considered for multiple positions.*
- *Started 2016-17 with 3 open positions, lowest number of open positions at the beginning of school year in years.*



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An educator described Northland School Division's (NSD) New Teacher Orientation in Wabasca-Desmarais as one of the best introductions to any workplace she's ever had. From August 22-26, 2016 at St. Theresa School, new educators became familiar with First Nations, Métis and Inuit (FNMI) perspectives, cultural traditions and various initiatives across NSD <http://nsd61.ca/about-us/division-news/post/motivational-week-of-learning-at-new-teacher-orientation>.



Northland staff recruiting educators at various career fairs across the country!



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Update on Priorities Identified in 2015-16 for the 2015-2018 Division Plan

For the 2015/16 school year, the following priorities were identified by the Board.

Northland Priorities
<p>1. Complete revisions to the Policy Manual by June 2016.</p> <ul style="list-style-type: none"> • Revisions are awaiting the proclamation of the Education Act
<p>2. Continue working with the Attendance Improvement Committee and schools to improve division wide attendance – June 2016.</p> <ul style="list-style-type: none"> • Completed and ongoing • Division attendance has improved by 3 percent since the beginning of the initiative. • Attendance of elementary students continues to be stronger than that of secondary students.
<p>3. Continue the Literacy Focus Group, principal PLC’s and working with schools to improve Literacy instruction for English, Cree and Dene Languages to meet or exceed division annual improvement targets.</p> <ul style="list-style-type: none"> • Partially completed and ongoing • Groups met to discuss data and develop success improvement plans for English Language Arts. • NSD assessments indicated evidence of progress in students reading at grade level, however more needs to be done to meet growth targets.
<p>4. Strengthen implementation of land-based and experiential learning to improve student engagement, attendance, learning, and achievement.</p> <ul style="list-style-type: none"> • Complete and ongoing • All schools participated in some form of land based learning opportunities
<p>5. Complete the Community Resource List for all Northland Communities by June 2016.</p> <ul style="list-style-type: none"> • Partially completed and ongoing • Schools actively seek resources however the process is one that needs to be revisited yearly as needs and resources evolve over time.
<p>6. Develop indicators of quality teacher performance related to key improvement areas and enhance instructional leadership and strengthen teacher supervision and evaluation to improve teacher practice.</p> <ul style="list-style-type: none"> • Complete • The NSD document with descriptors was distributed in October 2016
<p>7. In partnership with KTC, move forward with the regional/virtual high school.</p> <ul style="list-style-type: none"> • Incomplete • More time and resources are required from all partners to further develop this concept.
<p>8. In consultation with the school community, develop and begin implementation of a multi-year operational plan to improve student attendance, achievement and high school completion for junior and senior high school students beginning in Wabasca – Desmarais.</p> <ul style="list-style-type: none"> • Not achieved • Initial steps have been taken to engage community stakeholders, address facility issues and increase supports for students. • No formal plan has been developed.



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<p>9. Establish assessment standards and reporting process across the division including timely parental and student access to student data by June 2018.</p> <ul style="list-style-type: none">• Not addressed in 2015-16
<p>10. Formalize the Northland school review process related to key improvement focuses (June 2016) and pilot in selected schools (June 2017).</p> <ul style="list-style-type: none">• In Process• Initial work was started to develop a framework focused on NSD initiatives
<p>11. Design and implement a strategy to address teacher housing by June 2018.</p> <ul style="list-style-type: none">• In Process• Focus for the 2015-16 was in Wabasca-Desmarais



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October 2016 Accountability Pillar Overall Summary

Measure Category	Measure Category Evaluation	Measure	Northland School Div No. 61			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	Good	Safe and Caring	81.7	79.6	77.9	89.5	89.2	89.1	Intermediate	Improved Significantly	Good
Student Learning Opportunities	Concern	Program of Studies	64.8	63.2	62.9	81.9	81.3	81.4	Very Low	Maintained	Concern
		Education Quality	79.5	80.7	79.6	90.1	89.5	89.5	Very Low	Maintained	Concern
		Drop Out Rate	11.9	14.2	12.6	3.2	3.5	3.5	Very Low	Maintained	Concern
		High School Completion Rate (3 yr)	13.1	13.4	17.9	76.5	76.5	75.5	Very Low	Declined	Concern
Student Learning Achievement (Grades K-9)	n/a	PAT: Acceptable	22.9	28.2	26.2	73.6	72.9	73.4	n/a	n/a	n/a
		PAT: Excellence	0.8	1.9	1.5	19.4	18.8	18.6	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	47.9	39.0	31.1	85.0	85.2	85.1	n/a	n/a	n/a
		Diploma: Excellence	0.0	0.8	0.3	21.0	21.0	20.5	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	3.4	4.2	4.4	54.6	54.4	53.5	Very Low	Maintained	Concern
		Rutherford Scholarship Eligibility Rate	27.0	n/a	n/a	60.8	n/a	n/a	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Acceptable	Transition Rate (6 yr)	13.7	8.6	15.2	59.4	59.7	59.3	Very Low	Maintained	Concern
		Work Preparation	76.9	76.2	73.0	82.6	82.0	81.1	Intermediate	Improved	Good
		Citizenship	70.7	68.5	67.2	83.9	83.5	83.4	Low	Improved Significantly	Good
Parental Involvement	Acceptable	Parental Involvement	74.5	73.2	70.9	80.9	80.7	80.5	Low	Improved	Acceptable
Continuous Improvement	Good	School Improvement	74.0	72.3	69.6	81.2	79.6	80.0	Intermediate	Improved Significantly	Good

Notes:

- Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
- Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- 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, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
- Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).



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October 2016 Accountability Pillar Overall Summary – First Nation, Métis, and Inuit

Measure Category	Measure Category Evaluation	Measure	Northland School Div No. 61 (FNMI)			Alberta (FNMI)			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Learning Opportunities	n/a	Drop Out Rate	11.0	13.8	12.2	6.1	7.0	7.2	Very Low	Maintained	Concern
		High School Completion Rate (3 yr)	11.2	13.0	18.3	50.2	47.7	46.4	Very Low	Declined	Concern
Student Learning Achievement (Grades K-9)	n/a	PAT: Acceptable	22.5	27.3	25.0	52.4	52.1	52.8	n/a	n/a	n/a
		PAT: Excellence	0.5	1.3	1.1	6.3	6.5	6.2	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	42.9	36.5	29.0	78.2	78.3	77.3	n/a	n/a	n/a
		Diploma: Excellence	0.0	0.0	0.0	10.0	9.5	9.4	n/a	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	2.4	4.0	4.4	20.7	21.0	20.4	Very Low	Maintained	Concern
		Rutherford Scholarship Eligibility Rate	25.7	n/a	n/a	31.9	n/a	n/a	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	13.3	6.8	15.5	33.5	33.0	33.3	Very Low	Maintained	Concern

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
4. 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, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
5. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
6. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).



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Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	28.0	25.0	25.5	28.2	22.9	30	n/a	n/a	n/a	30	32	35
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	1.9	1.1	1.6	1.9	0.8	3	n/a	n/a	n/a	3	4	5

Comment on Results (OPTIONAL)

Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of "Improved" or "Improved significantly" on Accountability Pillar measures, may be included.

- The current results must be interpreted with caution as four schools were closed in May and June due to the wildfires.
- Division wide improvements in attendance and grade level literacy assessment will likely have a positive impact on PAT achievement over time.

Strategies

For each outcome, authorities must develop and include strategies (at least one strategy for each outcome) in the plan to address Accountability Pillar results.

Recommendations: 3,5,6,7,8,9,12

- Implement the division attendance initiative, Every Day Counts.
- Continue professional development to support implementation of the literacy plan.
- Provide focused professional development for Division One teachers in 2016 and expand to upper grades in subsequent years.
- Principals, literacy leads and central leadership staff will use the literacy classroom walk through guide to clarify expectations and monitor implementation.
- Continue to improve student access to culturally appropriate resources.
- Continue to use bench mark assessments to monitor student growth and inform teacher practice.
- Utilize the Canadian Achievement Test (CAT 4) to monitor progress of students in grades 6 through 12
- Implement a leadership program to improve instructional supervision.
- Highlight the importance of instructional supervision and work with principals to build their capacity and remove barriers
- Continue PLCs for principals and school literacy leads to review data, monitor progress, share successful strategies and develop follow-up actions for continuous improvement
- Hire an additional pedagogical supervisor to provide more personalized support to schools
- Develop literacy demonstration sites to showcase strong literacy practices in action
- Target a 5 percent increase in the number of student reading at grade level
- Emphasize the importance of literacy strategies across the curriculum

Notes:

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



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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	41.1	19.8	34.4	39.0	47.9	47	n/a	n/a	n/a	50	52	53
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	0.0	0.0	0.0	0.8	0.0	3	n/a	n/a	n/a	3	4	5

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2016	Achievement	Improvement	Overall	2017	2018	2019
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	17.7	17.7	22.7	13.4	13.1	15	Very Low	Declined	Concern	15	16	17
Drop Out Rate - annual dropout rate of students aged 14 to 18	15.3	10.7	12.9	14.2	11.9	10	Very Low	Maintained	Concern	9	8	8
High school to post-secondary transition rate of students within six years of entering Grade 10.	13.5	21.6	15.5	8.6	13.7	18	Very Low	Maintained	Concern	20	21	22
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	27.0	29	n/a	n/a	n/a	30	31	32
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	2.5	3.8	5.1	4.2	3.4	5.5	Very Low	Maintained	Concern	6	7	8

Comment on Results (OPTIONAL)

Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of "Improved" or "Improved significantly" on Accountability Pillar measures, may be included.

- Students who remain in school to challenge diploma exams in their fourth and fifth year of high school are having more success.
- Some students require additional time to meet high school graduation requirements.

Strategies

For each outcome, authorities must develop and include strategies (at least one strategy for each outcome) in the plan to address Accountability Pillar results.



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Strategies

Recommendations 3, 4, 15, 16, 17

- Continue use of information from Our SCHOOL surveys to increase engagement for First Nations and Métis students
- Identify community mental health supports to assist schools to address student reports of high levels of depression and anxiety reported through the surveys
- Continue implementation of division wide attendance initiative 'Every Day Counts' to improve attendance and engagement.
- Involve all high schools in the Moving Forward with High School Redesign
- Encourage participation in motivational events such as We Day
- In partnership with Kee Tas Kee Now Tribal Council, use the information from the feasibility study related to the development of a regional virtual high school to inform next steps.
- Retain students in school through such initiatives as culture camps and experiential learning, development of CTS programs including dual credit and work experience, use of community liaisons, and outreach programming.
- Work with Alberta Distance Learning Consortium to support students and teachers to access quality learning resources.
- Focus on the development of strong language literacy and numeracy abilities in younger students to enable them to experience success in secondary grades.
- Provide literacy and learning strategies supports to older students.
- Explore opportunities to provide more music and drama programming for secondary students
- Continue to expand intentional use of resources provided by Alberta Education and Cenovus Grants to provide CTS and CTF learning experiences for our students.
- Consistent access to career and counseling support for students in Gr 5 – 12. (CTF Gr 5 – 8 and more focus and detail for Gr. 9 – 12 students)
- Strengthen cultural relevance in programming through curriculum weaving utilizing local resources.
- Use the NSD website to share examples of cultural weaving by grade level, subject area and outcomes
- Continue partnerships with other school divisions to develop transition supports to students pursuing junior senior high school programs in schools outside of NSD.
- Provide outreach programming opportunities at Career Pathways, Calling Lake and Athabasca Delta Schools and share promising practices.
- Expand the Grad coaching model at Mistassiniy School in partnership with Bigstone Cree Nation

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
3. 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, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
4. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
5. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).



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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	67.9	67.8	65.2	68.5	70.7	70	Low	Improved Significantly	Good	72	73	74
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.	65.7	73.4	69.4	76.2	76.9	77	Intermediate	Improved	Good	78	79	80

Comment on Results (OPTIONAL)

Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of "Improved" or "Improved significantly" on Accountability Pillar measures, may be included.

- Low participation rates among parents make it difficult to interpret results.
- There was an increase in the number of teachers and parents who indicated that they were satisfied that students are taught attitudes and behaviors that will make them successful when they finish school.

Strategies

For each outcome, authorities must develop and include strategies (at least one strategy for each outcome) in the plan to address Accountability Pillar results.

Recommendations 3, 4, 7, 8, 12, 15,16, 17, 18

- Principals will identify in their School Plans processes and strategies that they will use to increase participation rates for parents.
- Retain school by school data on participation rates from students, parents and staff.
- Interventions and support to schools where student conduct has been identified as a significant concern
- School based programming to support positive discipline.
- Encourage positive opportunities for parent and community engagement and gather information at these events to enhance the survey information
- Provide central supports for schools to establish school wide approaches such as Tribes, Self-Regulation, The Leader in Me

Notes:

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



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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
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 with only K-9 schools)</i>	49.6	55.2	52.3	61.9	58.7		n/a	n/a	n/a			

<p>Comment on Results (OPTIONAL) <i>Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of "Improved" or "Improved significantly" on Accountability Pillar measures, may be included.</i></p>
<p>Strategies</p>

Notes:

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



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

(Results and evaluations for FNMI measures are required for Public/Separate/Francophone School Authorities only)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	27.4	24.1	23.8	27.3	22.5	30	n/a	n/a	n/a	30	32	35
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).	1.6	0.9	1.3	1.3	0.5	3	n/a	n/a	n/a	3	4	5
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	39.2	17.5	33.0	36.5	42.9	47	n/a	n/a	n/a	50	52	53
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	0.0	0.0	0.0	0.0	0.0	3	n/a	n/a	n/a	3	4	5

Comment on Results (OPTIONAL)

Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of "Improved" or "Improved significantly" on Accountability Pillar measures, may be included.

- Virtually all students in Northland School Division claim First Nations or Métis status although for a variety of reasons, many families of our students do not self-identify. In Northland our approach to reducing the gap between the achievement of First Nation, Métis, and Inuit students and other students in the province necessitates that we monitor progress of all of our students.

Strategies

For each outcome, authorities must develop and include strategies (at least one strategy for each outcome) in the plan to address Accountability Pillar results.

Recommendations 1, 3, 4, 5, 6, 7, 8, 10, 12, 15, 16, 17, 18

For the past several years NSD has been developing approaches to address the needs of our students and in doing so address the gap between their achievement and that of other provincial students.

- Work with First Nations partners to develop Service Agreements viewed by all parties as transparent and equitable in order to create shared accountability to support student success.
- Continue to provide a strong cultural orientation to all new and current staff to build their capacity to engage parents and local communities to create learning experiences that build on community values, knowledge, strengths and perspectives.
- Actively promote revitalization of Cree and Dene languages by increasing support for the indigenous language instructors through researching, providing professional development for and coaching instructors in successful approaches for the acquisition and assessment of indigenous languages.
- Provide experiential and land based learning opportunities that strengthen student knowledge, a sense of positive identity and pride in their history, culture, language and accomplishments.



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- Ensure student access to culturally relevant resources to support literacy and learning across the curriculum by purchasing appropriate materials and training staff to use them.
- Participate in the development of new curriculum so that the perspectives of First Nations and Métis students and their communities are well represented.
- Through the KTC NSD Partnership Grant, provide professional development to assist teachers to develop lessons and units that are meaningful to students and reflect their local culture
- Continue to advocate for a funded Aboriginal Teacher Training Program focused on Northern Alberta to increase the number of qualified local staff in the jurisdiction. Local teachers possess understanding of local community perspectives and along with language and culture teachers will assist teachers to develop relevant learning experiences for students.
- Focus recruitment on hiring qualified applicants who are knowledgeable about northern First Nation, Métis, and Inuit communities.
- Implementation of the division wide attendance initiative, Every Day Counts.
- Provide professional development for central office, senior leadership, administrators, educators and support staff to learn about First Nations, Métis and Inuit.
- Develop a district approach to ensuring success for all students in mathematics and numeracy.

Authorities with no or very few self-identified FNMI students should refer to strategies related to infusing Aboriginal perspectives, meeting the diverse needs of students or involving their parents.

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
3. 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, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
4. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
5. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).



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Outcome Two: The achievement gap between First Nations, Métis, and Inuit students and all other students is eliminated (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2011	2012	2013	2014	2015	2016	Achievement	Improvement	Overall	2017	2018	2019
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	17.7	17.5	24.5	13.0	11.2	15	Very Low	Declined	Concern	15	16	17
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	14.9	10.0	12.8	13.8	11.0	10	Very Low	Maintained	Concern	10	9	8
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	14.3	21.7	17.9	6.8	13.3	18	Very Low	Maintained	Concern	18	20	22
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	25.7	29	n/a	n/a	n/a	29	30	31
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	1.9	4.0	5.1	4.0	2.4	5.5	Very Low	Maintained	Concern	5.5	6	7

Comment on Results (OPTIONAL)

Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of "Improved" or "Improved significantly" on Accountability Pillar measures, may be included.

- Virtually all students in Northland School Division claim First Nations or Métis status although for a variety of reasons, the many families of a number of our students do not self-identify. In Northland our approach to reducing the gap between the achievement of First Nation, Métis, and Inuit students and other students in the province necessitates that we monitor progress of all of our students.
- Many Northland students attend high school in other provincial jurisdictions.

Strategies

For each outcome, authorities must develop and include strategies (at least one strategy for each outcome) in the plan to address Accountability Pillar results.

Recommendations 8,12, 13

- Implement strategies identified in the earlier section related to improving success for high school students.
- Implement strategies identified in the earlier section related to eliminating the gap for First Nations, Métis and Inuit Students
- Continue to work with neighbouring school jurisdictions to support successful transitions
- Continue to support student boarding home arrangements and seek funding to cover the actual cost to the Division

Authorities with no or very few self-identified FNMI students should refer to strategies related to infusing Aboriginal perspectives, meeting the diverse needs of students or involving their parents.

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).



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Outcome Three: Alberta's education system is inclusive

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
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.	78.5	78.1	76.1	79.6	81.7	82	Intermediate	Improved Significantly	Good	83	84	85

Comment on Results (OPTIONAL)

Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of "Improved" or "Improved significantly" on Accountability Pillar measures, may be included.

- This result reflects the strong ethic of caring that exists in Northland

Strategies

For each outcome, authorities must develop and include strategies (at least one strategy for each outcome) in the plan to address Accountability Pillar results.

- Continue to analyze and respond to Our SCHOOL Assessment
- Five schools will be supported to participate in the APPLE Schools program
- Use RCSD funds to hire counselling support
- Use Mental Health Grants to provide professional development opportunities for staff and to support leadership opportunities for students
- Continue to share positive stories through the website and newsletters

Notes:

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



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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
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.	61.6	63.8	61.8	63.2	64.8	66	Very Low	Maintained	Concern	66	68	70

Comment on Results (OPTIONAL)

Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of "Improved" or "Improved significantly" on Accountability Pillar measures, may be included.

- It is challenging to offer a broad program of studies in small schools
- Limited drama and music programming was identified as a concern

Strategies

For each outcome, authorities must develop and include strategies (at least one strategy for each outcome) in the plan to address Accountability Pillar results.

Recommendations 13, 19, 20, 21, 22, 23, 25, 26, 27, 28

- Build capacity to offer CTS programming across the division through partnerships with NLC and KTC
- Professional development to support Cree and Dene Language instructors.
- Strengthen and build capacity in providing cultural weaving, community stewardship project, and land based learning opportunities
- Develop lists of local resources to support programming
- Explore opportunities for enhancing fine arts programming with a particular emphasis on drama and music
- Implement the NSD Teacher Quality Standard model.
- Develop a comprehensive staff wellness program.

Notes:

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



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Outcome Five: The education system is well governed and managed

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2012	2013	2014	2015	2016	2016	Achievement	Improvement	Overall	2017	2018	2019
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.	69.1	72.1	64.5	72.3	74.0	74	Intermediate	Improved Significantly	Good	75	76	77
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	68.2	69.8	69.6	73.2	74.5	75	Low	Improved	Acceptable	76	77	78
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	78.8	81.1	76.9	80.7	79.5	82	Very Low	Maintained	Concern	82	83	84

Comment on Results (OPTIONAL)

Commentary on results, such as contextual information, factors affecting performance or actions taken by the jurisdiction that may have contributed to evaluations of "Improved" or "Improved significantly" on Accountability Pillar measures, may be included.

- Low response rates from parents suggest the need to use caution in interpreting the results

Strategies

For each outcome, authorities must develop and include strategies (at least one strategy for each outcome) in the plan to address Accountability Pillar results.

- Create a Board development workshop for all Local School Board Committee Chairs and principals.
- Re-organize central office to provide more administrative and learning support for principals and teachers
- Review all staff complements and pupil teacher rations in schools to ensure optimal efficiency and effectiveness.
- Engage all Northland communities in discussions related to the return of an elected Board of Trustees in the fall of 2017
- Hold Board meetings in different communities to encourage and provide opportunities for local input and feedback.
- Continue school based opportunities for parental and community involvement.
- Work with communities on development of significant projects. For example, education planning in Wabasca-Desmarais utilizing the Northland Community Engagement Framework.
- Continue to fund a community engagement facilitator in Wabasca -Desmarais
- Share information through the website.
- Principals share effective strategies for increasing participation in Alberta Education surveys.

Notes:

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

Class Size Survey Results

A copy of the Class Size Survey Results for 2015-2016 can be found on our website by clicking the following link:

<http://nsd61.ca/about-us/reports>



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Inclusive Education Northland School Division No. 61

Northland School Division continues to contract services. Services that had been contracted for the 2015/16 school year included: psychology; speech language pathology; occupational therapy; physiotherapy; hearing and vision services, and assistive technologies; iPads; FM systems; and lap top computers. The community of Wabasca continued to have a school-based counsellor funded under a partnership with the Municipal District, Bigstone, and Northland school Division. 2015-2016 the ECS teacher's continued to use of the Early Years Evaluation tool; the tool provided teachers with data to inform the instruction of the classroom, as well as areas to target under the Response to Intervention (RTI) model.

The school division is working on building capacity to support Inclusive classrooms. This year, a focus is ensuring that the teachers have a clear understanding of differentiation and Response to Intervention. These two models can help meet the needs of all students who are in their classrooms. During this year a focus continued to be placed on the mental health of the students; creation of an ad hoc committee to examine the current state of mental health across the division; recommendations that address community needs; and, developing policy to address sexual orientation and gender identity.

Regional Collaborative Service Delivery Model

Regional Collaborative Service Delivery is a model for integrating and coordinating services, supports and programs through a cross- sector partnership. This model serves children and students from birth to age 20, including those with complex needs, from before pre-school to the end of grade 12. The model is intended to strengthen the ability of families, schools, service providers and community partners to understand and respond to the needs of children, students and youth in a timely, inclusive and equitable manner. Because the division is spread out over much of Northern Alberta, we belong to four RCSD's.

The Regional Collaborative Service Delivery Models, of which we are members, and the schools they serve are listed below:

Peace Country RCSD	Susa Creek Little Buffalo	Dr. Mary Jackson Paddle Prairie
Northern Lakes RCSD	Pelican Mountain Mistassiniy St. Theresa Peerless Lake Calling Lake	Kateri Chipewyan Lake Gift Lake Bishop Routhier Grouard Northland School
Wood Buffalo RCSD	Fort McKay Anzac Father. R. Perin Bill Woodward	Conklin Athabasca Delta Community School
Eastern Edge RCSD	Elizabeth	J.F. Dion



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Northland School Division Priorities 2016-2019

1. Implement indicators of quality teacher performance related to key improvement areas and enhance instructional leadership and strengthen teacher supervision and evaluation to improve teacher practice.
2. Re-organize central office to provide more administrative and learning support for principals and teachers
3. Continue working with the Attendance Improvement Committee and schools to improve division wide attendance.
4. Continue the Literacy Focus Group, principal PLC's and working with schools to improve Literacy instruction for English, Cree and Dene Languages to meet or exceed division annual improvement targets.
5. Strengthen implementation of land-based and experiential learning to improve student engagement, attendance, learning, and achievement that include First Nations, Métis, Inuit outcomes.
6. In consultation with the school community, develop and begin implementation of a multi-year operational plan to improve student attendance, achievement and high school completion for junior and senior high school students beginning in Wabasca – Desmarais.
8. Establish assessment standards and reporting process across the division including timely parental and student access to student data.
9. Formalize the Northland school review process related to key improvement focuses (June 2016) and pilot in selected schools.
10. Design and implement a strategy to address teacher housing.



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School Facilities

Maintenance

During the 2015-2016 school year, the majority of the deficiencies encountered during the construction of the new Gift Lake Learning Centre were completed. Work on the landscaping and playground was also completed.

Work continues on the bat situation in some of our school facilities. The two existing portable classrooms in Conklin are scheduled for demolition, as an assessment has shown they pose a health and safety risk. Requests have been made a second time to Alberta Infrastructure and Alberta Education to provide for two portable classrooms each at Conklin School and Father R. Perin.

The demolition and site reclamation of the old school in Peavine was completed in the summer of 2016.

HVAC system repairs and upgrades were made at a number of schools throughout the year, including Chipewyan Lake, Bill Woodward, Pelican Mountain, Athabasca Delta, Anzac Community, St. Theresa, Calling Lake, Grouard and Mistassiniy.

The modernization of the water treatment plant for Dr. Mary Jackson was completed in the summer of 2016.

The computer lab at Athabasca Delta Community School is being modernized with support from Syncrude Canada.

A number of exterior/interior doors and windows were replaced at Athabasca Delta Community School.

Four of our schools were shut down in the first part of May 2016 due to the Fort McMurray wildfire and did not reopen until early August after extensive smoke remediation. Fort McKay, Bill Woodward, Anzac and Father R. Perin were all affected.

A copy of the Division's Capital Plan may be viewed by clicking on the following link:

<http://www.nsd61.ca>

Transportation Department

Northland School Division No. 61 operates 56 bus routes, of which 13 are contract operated covering a total of 100,000 sq. kilometers of unorganized territory in northern Alberta. Approximately 2800 students are transported daily to 40 schools in Alberta and British Columbia by bus or by Conveyance Allowance. The service area of the Transportation Department is 4421 square kilometers; 5978 daily kilometers are travelled or 1,076,040 kilometers annually. The fleet of 68 buses and 14 contract buses are distributed to provide optimum service to the Northland Communities. Northland does not operate division owned repair facilities. Eight garages are engaged by Northland to conduct semi-annual inspections and maintain the fleet.

The Transportation Department operates on a budget of approximately \$2,400,000.



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Housing

Northland Housing Services operates as a separate service within Northland School Division, with the primary objective of providing accommodation to members of the teaching profession in those communities where housing is not readily available.

Five additional mobile homes from the province were put into the compliment this year to use for temporary housing in the Wabasca area. In this area, a comprehensive analysis of the housing was completed and phase one of an housing plan was put into place. Four units which had exceeded their lifespan were demolished.

A partnership agreement was entered into with a local developer as we begin steps to provide private housing for teachers in this area. A six plex was opened in the fall and currently sees tenants moving into this new facility.

The remaining communities are having their housing structurally evaluated as we move forward with revising a housing plan for the division. Decisions will be based on the information received and evaluated with new administration to the division.

The housing department hours have been reduced to part time to assist with financial constraints and some maintenance is being contracted to assist that department with a large backlog of work due to our aging properties.

Housing Services continued to

- 1) Be client focussed with professional staff as clients
- 2) Provide quality maintenance service to tenants with the budget constraints of housing rental income
- 3) Work towards the establishment and consistent use of a functional preventative maintenance program, building on the use of our current Maintenance Connection computer program (MRR)
- 4) Work towards and explore alternate methods of housing delivery in communities where partnerships could be a viable option.
- 5) Work with the ATA Local 69 (Quality of Work Life Committee) to share and receive information on housing concerns.

School Food Services

School Food Services operates as a division of Northland School Division No. 61 and had an annual budget of approximately \$3,200,000 for the 2015-2016 school year.

A central administrative staff complement of 4 positions worked with twenty-three Northland school lunch programs, and six school lunch programs in other divisions to provide approximately 486,296 nutritionally balanced school lunches to registered students. For all schools combined, this is approximately 2, 482 lunches produced each instructional day. Lunches served for the 2015/2016 school year were down slightly from the previous year due to the McMurray Fires. All freezer and refrigerator units had to be replaced prior to the start of the 2016/2017 school year.

During the 2015/2016 school year, the new school opened at Jousard and the students began to receive meals prepared in a brand new kitchen. The cooks are thrilled to have a dishwasher and convection oven.

A number of students received CTS credits for successfully completing the National Food Safety Training program presented at Marten Lake Camp in December 2015.



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In an effort to promote wellness through healthy eating, nutrition education sessions were held at some of the schools to promote Nutrition Month. As well, students submitted art based on the Nutrition Month theme of “Take a 100 Meal Journey – Make Small Changes, One Meal at a Time.” Winning submissions are featured in the 2016-2017 Northland Calendar and the students received nutrition themed prizes.

Parental Involvement Strategies

School principals work with their Local School Board Committees to develop and annually update their School Plans. The Local School Board Committee from each school indicates their support of the school plan through a formal Local School Board Committee motion and the Local School Board Chair signs the document on behalf of the Local School Board Committee.

AERR-PIDA Report 2015-2016

The Northland School Division No. 61 Board of Trustees is committed to the highest standard of ethical and accountable conduct, and recognizes the importance of working to deter and detect wrongdoing within the operations of the Board, and to promote public confidence in the administration of the Board. To ensure this, the Board is committed to maintaining a positive and supportive environment whereby employees can disclose potential wrongdoing, or seek advice about disclosing a potential wrongdoing, without retribution, and are provided with clear guidance for how those disclosures may take place.

The Province of Alberta has enacted the Public Interest Disclosure (Whistleblower Protection) Act (June 2013) in order to:

- Facilitate the disclosure and investigation of significant and serious matters in or relating to public bodies, including school boards that an employee believes may be unlawful, dangerous to the public, or injurious to the public interest,
- Protect employees who make those disclosures,
- Manage, investigate and make recommendations respecting disclosures of wrongdoings and reprisals,
- Promote public confidence in the administration of public bodies.

As required by Section 32 of the Act the Superintendent (Chief Executive Officer) must provide an annual report:

Chief Officer’s Annual Report

32(1) Every chief officer must prepare a report annually on all disclosures that have been made to the designated officer of the department, public entity or office of the Legislature for which the chief officer is responsible.

(2) The report under subsection (1) must include the following information:

- (a) the number of disclosures received by the designated officer, the number of disclosures acted on and the number of disclosures not acted on by the designated officer;
- (b) the number of investigations commenced by the designated officer as a result of disclosures;
- (c) in the case of an investigation that results in a finding of wrongdoing, a description of the wrongdoing and any recommendations made or corrective measures taken in relation to



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the wrongdoing or the reasons why no corrective measure was taken.

The report under subsection (1) must be included in the annual report of the department, public entity or office of the Legislature if the annual report is made publicly available, and if the annual report is not made publicly available, the chief officer must make the report under subsection (1) available to the public on request.

(Public Information Disclosure Act – June 2013)

In the 2014-2015 school year, Northland School Division No 61 has had:

- 0 disclosures and
- 0 investigations.

Financial Results

The following pages outline the finances of the Division. Information related to School-Generated Funds and their uses and a copy of the Audited Financial Statements and Unaudited Schedules can be requested by contacting the Secretary-Treasurer of the Division. Phone: 1-800-362-1360 or can be viewed on our website at the following link: <http://nsd61.ca/download/39764>

A copy of our budget report for the year ending August 31, 2016 can be viewed on our website at the following link: <http://nsd61.ca/download/30242>

The current budget reflects Northland School Division's efforts to implement recommendations in the Northland Inquiry Team Report (2010) supporting improvements in the division and the 2016-2017 priorities.

Comparative information is available in a provincial report at the following website:

<https://education.alberta.ca/financial-statements/combined-statements/>

Key Financial Information about the Upcoming School Year

Instructional programming salaries account for 72% of the division's salary budget. 61% of the budget is allocated to salaries.

Board and administration expenses are projected at 6.17%.

Funding for the above priorities is reflected in the 2016-2017 budget, which includes:

Division Attendance Initiative - \$200,000.

Funding to work with stakeholders to develop a long-term plan in the Wabasca-Desmarais area.

Land-based and experiential learning – utilizing government and industry grants

Efforts to implement the recommendations and priorities are constrained by current funding as follows:

Salary increases to certificated staff are higher than the Alberta Education increased funding to cover them. This places a major financial burden on the division.

We continue to provide in excess of 475 hours of instructional time for ECS students; however, current funding makes this a challenge.

The current model of funding using CEUs presents a challenge to run high school programming.

There is no additional funding for the Division Attendance Initiative.

NSD transports all students including those who are not funded in order to support regular attendance.

NSD does not charge school fees.

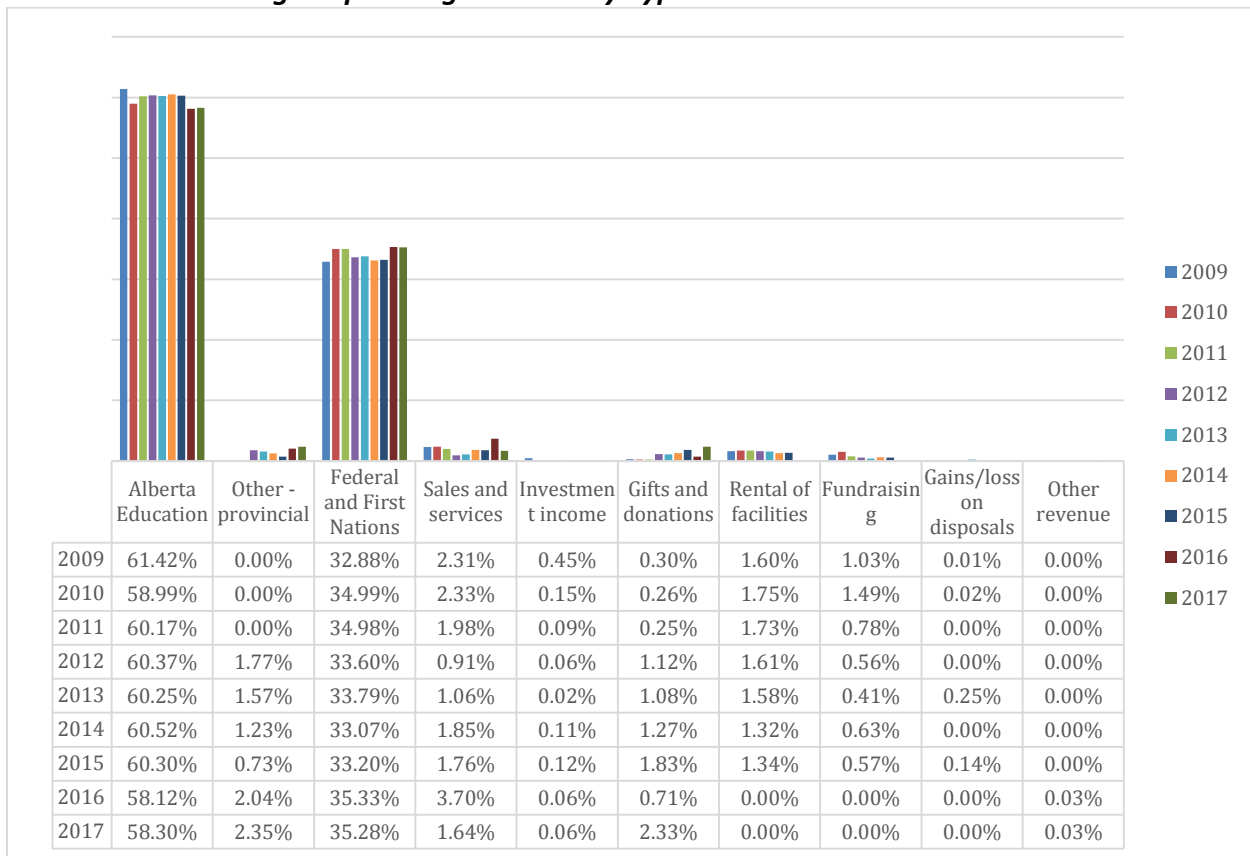
Because of the small communities where the Division operates schools and the high needs of some of the students, class sizes are well below the provincial average, adding significant salary costs.

There is a potential for a significant reduction in federal revenue if the First Nations adopt the provincial funding model.



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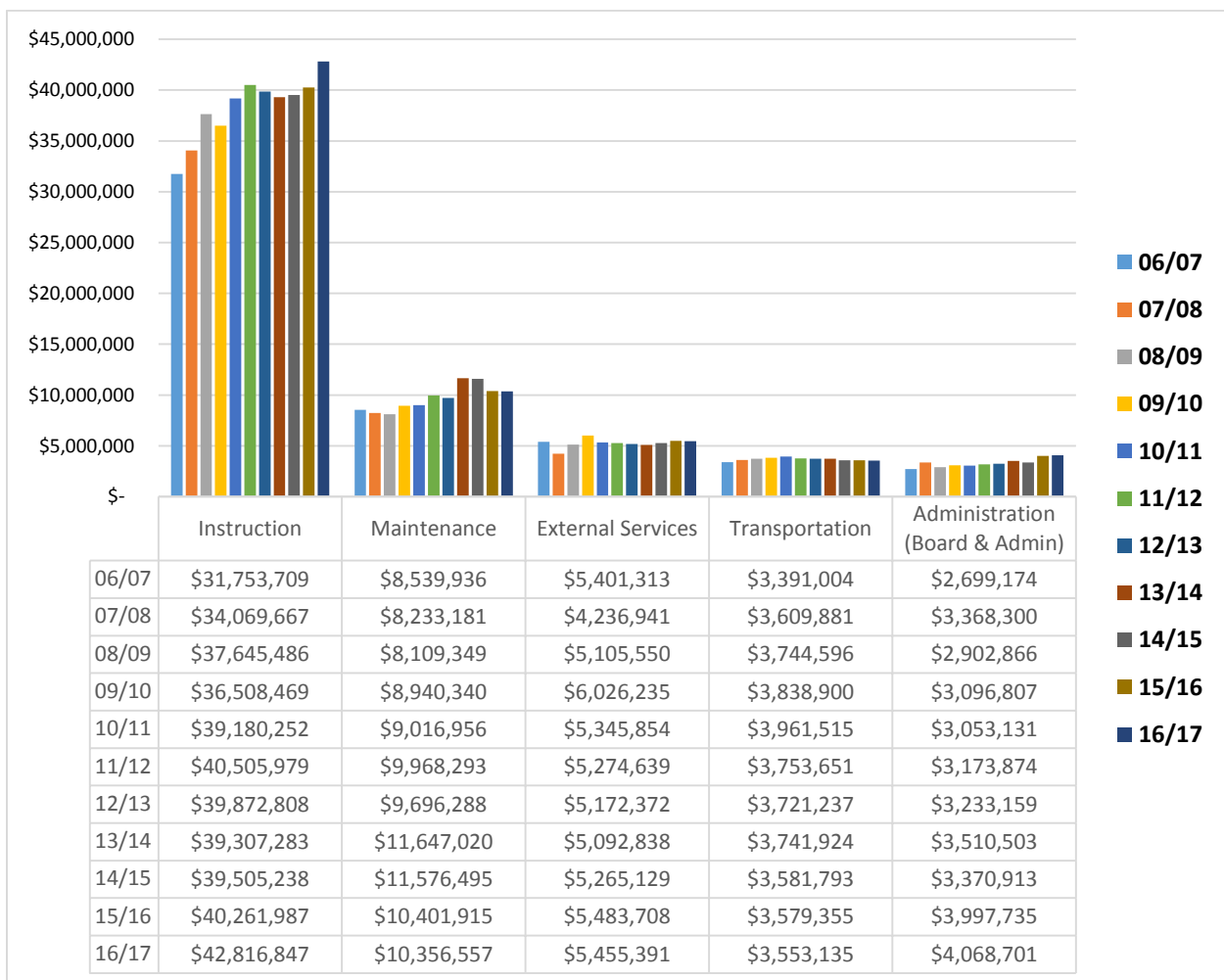
2016-2017 June Budget Operating Revenue By Type





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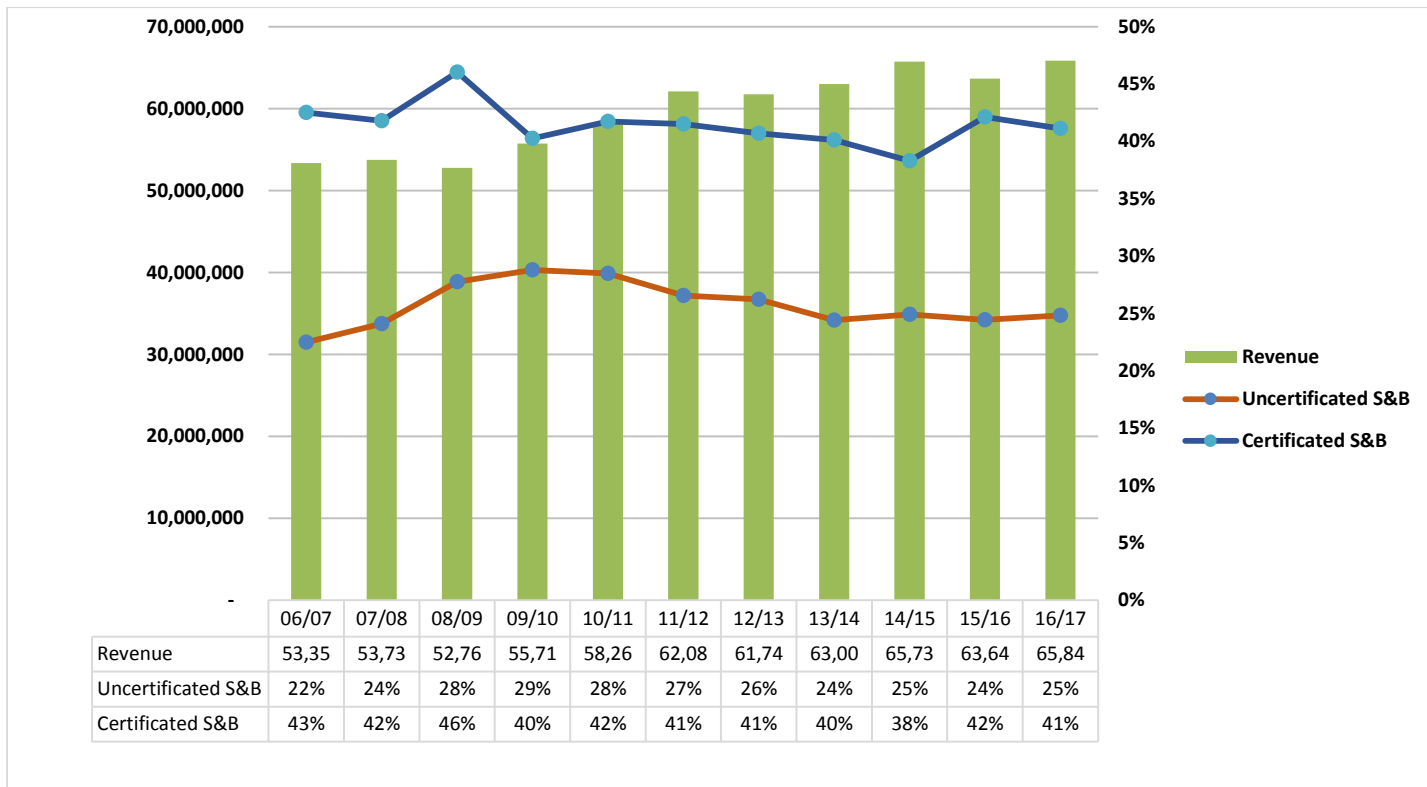
June Budget 2016-2017 Operating Expenses – historical to budget





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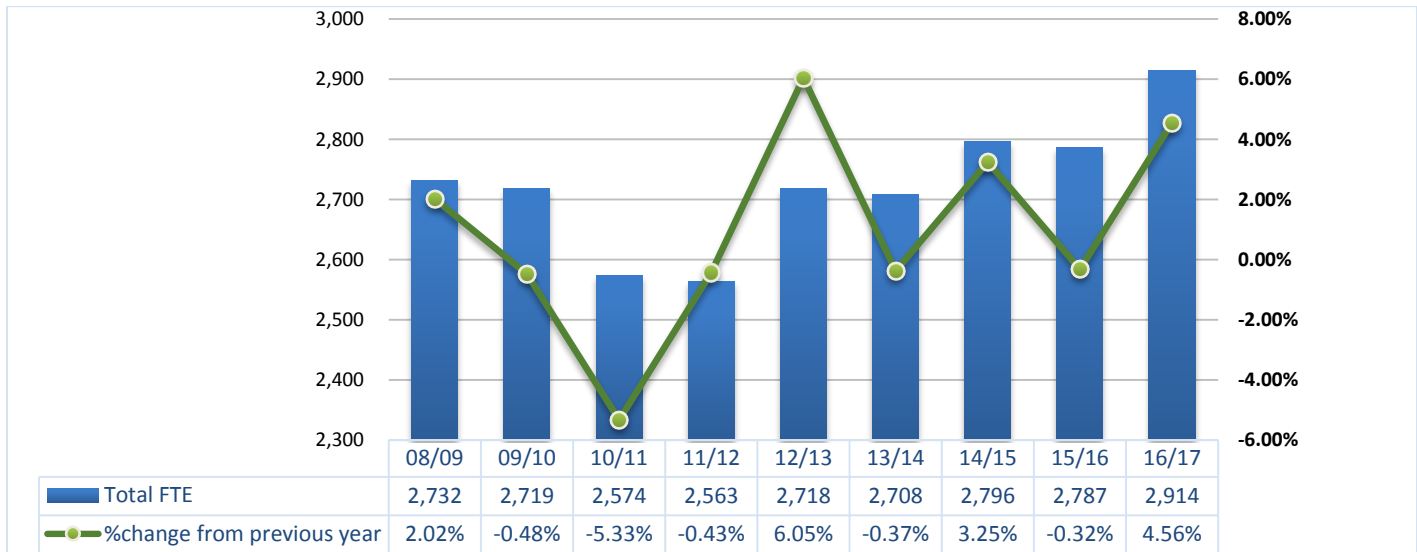
June Budget salary expenses as a percentage of revenue





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Student Counts K-12, historical to June, 2016/2017 budget





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APPENDIX – Measure Details

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.



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Diploma Examination Results – Measure Details (OPTIONAL)

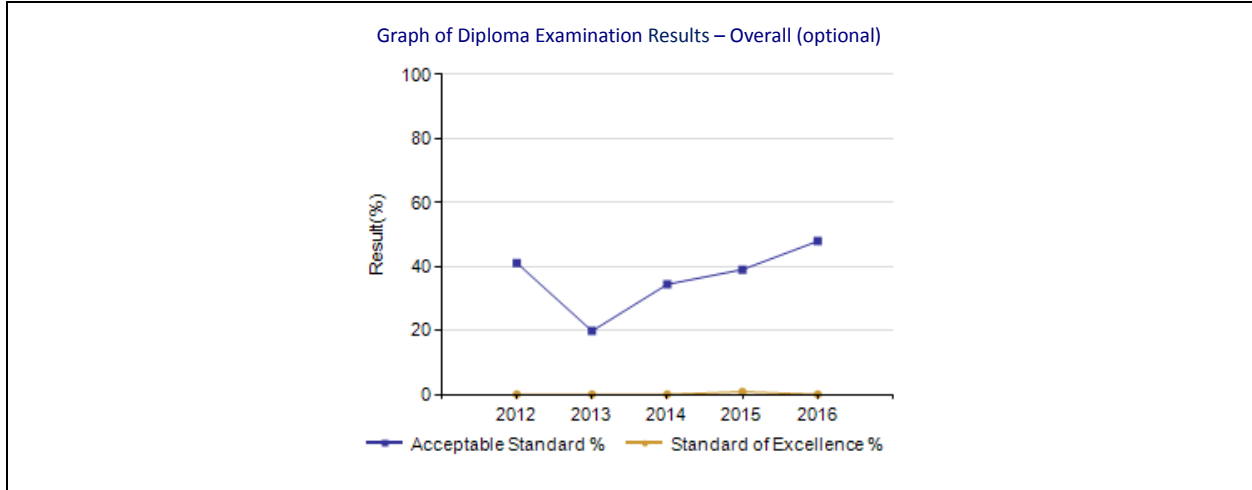
Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2012		2013		2014		2015		2016		2016	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Authority	63.6	0.0	10.5	0.0	25.0	0.0	30.8	0.0	50.0	0.0	60	5
	Province	86.3	11.3	85.9	10.4	87.6	11.8	86.5	11.4	86.8	10.7		
English Lang Arts 30-2	Authority	70.4	0.0	47.4	0.0	63.0	0.0	62.9	0.0	50.0	0.0	60	5
	Province	89.6	10.7	89.4	10.9	89.8	13.1	88.6	11.2	89.1	12.3		
French Lang Arts 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	95.6	13.5	95.4	12.4	96.6	14.6	95.5	9.9	93.8	8.7		
Français 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	96.5	18.9	96.8	18.2	99.3	29.2	95.3	17.1	99.3	20.3		
Pure Mathematics 30	Authority	0.0	0.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	60	5
	Province	82.0	27.5	59.0	11.4	*	*	n/a	n/a	n/a	n/a		
Applied Mathematics 30	Authority	*	*	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	60	5
	Province	75.8	10.3	71.4	17.9	n/a	n/a	n/a	n/a	n/a	n/a		
Mathematics 30-1	Authority	n/a	n/a	0.0	0.0	*	*	50.0	0.0	22.2	0.0	60	5
	Province	n/a	n/a	80.9	35.9	75.1	27.9	76.1	31.6	70.7	25.9		
Mathematics 30-2	Authority	n/a	n/a	*	*	*	*	*	*	*	*	60	5
	Province	n/a	n/a	69.5	9.7	71.3	15.0	73.9	15.5	75.4	16.8		
Social Studies 30-1	Authority	23.5	0.0	0.0	0.0	4.5	0.0	23.5	0.0	25.0	0.0	40	5
	Province	86.3	16.7	85.4	15.2	85.6	14.2	87.1	16.2	84.9	14.3		
Social Studies 30-2	Authority	30.0	0.0	21.7	0.0	35.7	0.0	33.3	0.0	55.6	0.0	60	5
	Province	83.0	13.7	82.2	13.7	83.9	14.8	81.3	12.5	81.1	13.1		
Biology 30	Authority	*	*	14.3	0.0	*	*	25.0	0.0	n/a	n/a	50	5
	Province	81.9	28.2	84.4	32.2	85.2	31.8	85.8	33.0	85.1	32.4		
Chemistry 30	Authority	0.0	0.0	n/a	n/a	n/a	n/a	n/a	n/a	*	*	50	5
	Province	77.1	28.7	78.8	31.8	81.5	35.2	82.1	34.2	81.5	34.5		
Physics 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	50	5
	Province	81.1	30.5	81.5	30.4	83.2	34.3	83.9	35.8	85.8	39.8		
Science 30	Authority	*	*	*	*	28.6	0.0	16.7	16.7	n/a	n/a	40	5
	Province	79.8	22.0	84.1	25.8	85.0	25.4	83.9	26.6	84.4	27.6		

Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).



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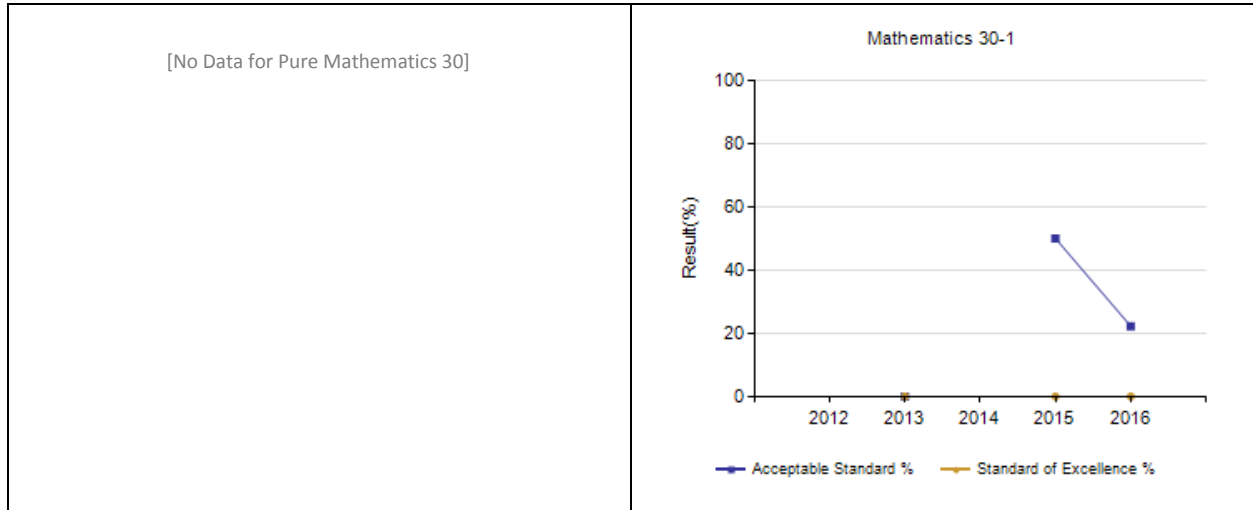


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Diploma Examination Results by Course (optional)																																					
<div style="text-align: center;">English Lang Arts 30-1</div> <table border="1" style="margin-top: 10px; width: 100%; border-collapse: collapse;"> <caption>English Lang Arts 30-1 Data</caption> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>65</td> <td>0</td> </tr> <tr> <td>2013</td> <td>10</td> <td>0</td> </tr> <tr> <td>2014</td> <td>25</td> <td>0</td> </tr> <tr> <td>2015</td> <td>30</td> <td>0</td> </tr> <tr> <td>2016</td> <td>50</td> <td>0</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2012	65	0	2013	10	0	2014	25	0	2015	30	0	2016	50	0	<div style="text-align: center;">English Lang Arts 30-2</div> <table border="1" style="margin-top: 10px; width: 100%; border-collapse: collapse;"> <caption>English Lang Arts 30-2 Data</caption> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>70</td> <td>0</td> </tr> <tr> <td>2013</td> <td>48</td> <td>0</td> </tr> <tr> <td>2014</td> <td>62</td> <td>0</td> </tr> <tr> <td>2015</td> <td>62</td> <td>0</td> </tr> <tr> <td>2016</td> <td>50</td> <td>0</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2012	70	0	2013	48	0	2014	62	0	2015	62	0	2016	50	0
Year	Acceptable Standard %	Standard of Excellence %																																			
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2016	50	0																																			
<p>[No Data for French Lang Arts 30-1]</p>	<p>[No Data for Français 30]</p>																																				



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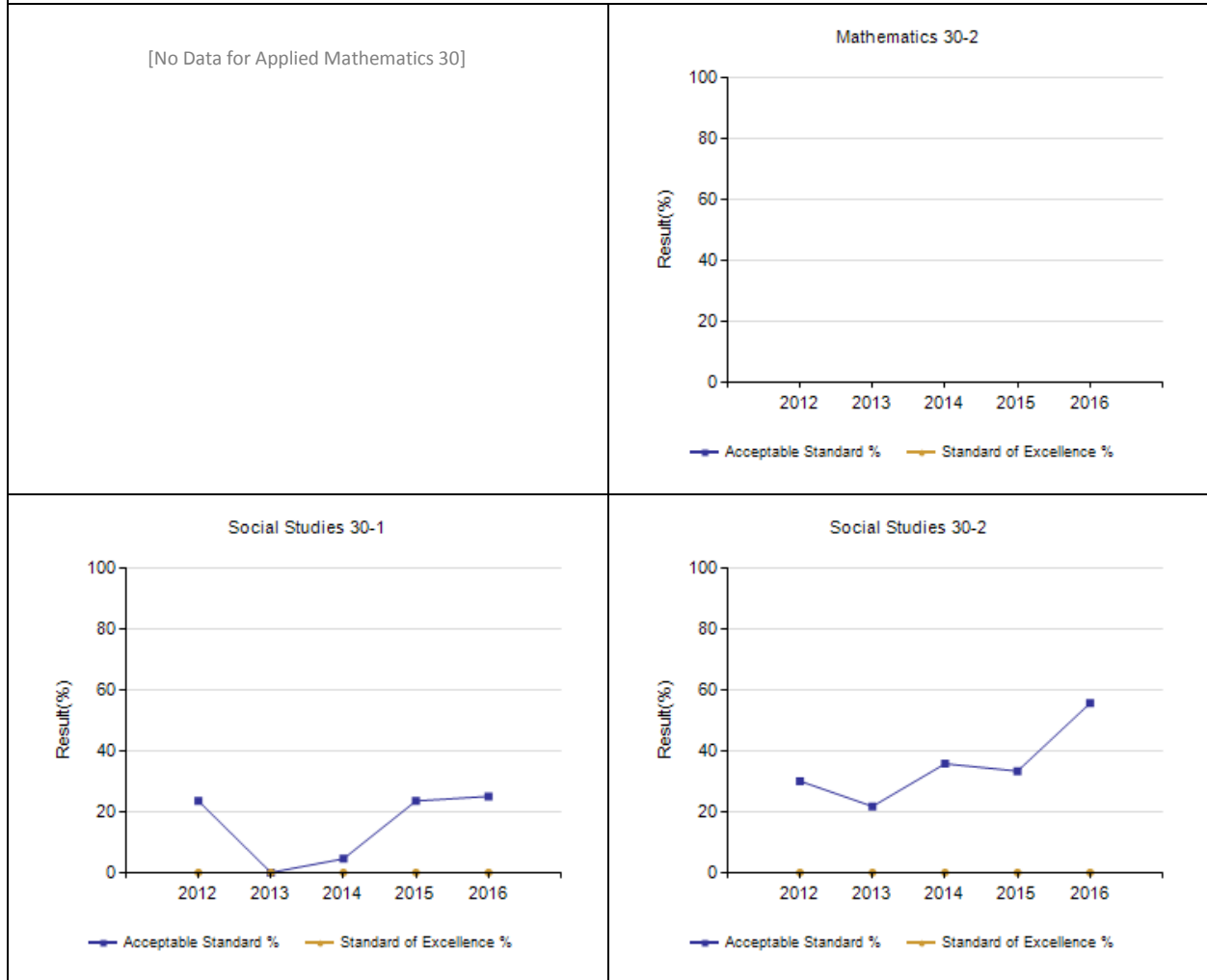
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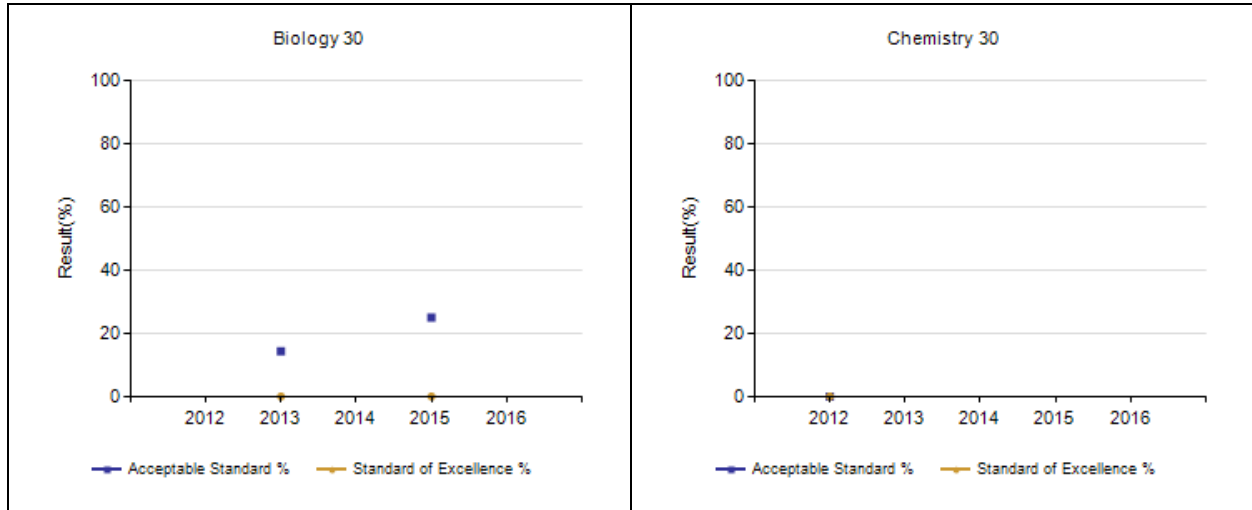
2016/2019 Combined Three Year Plan and Annual Education Results Report for 2015-16

Diploma Examination Results by Course (optional)





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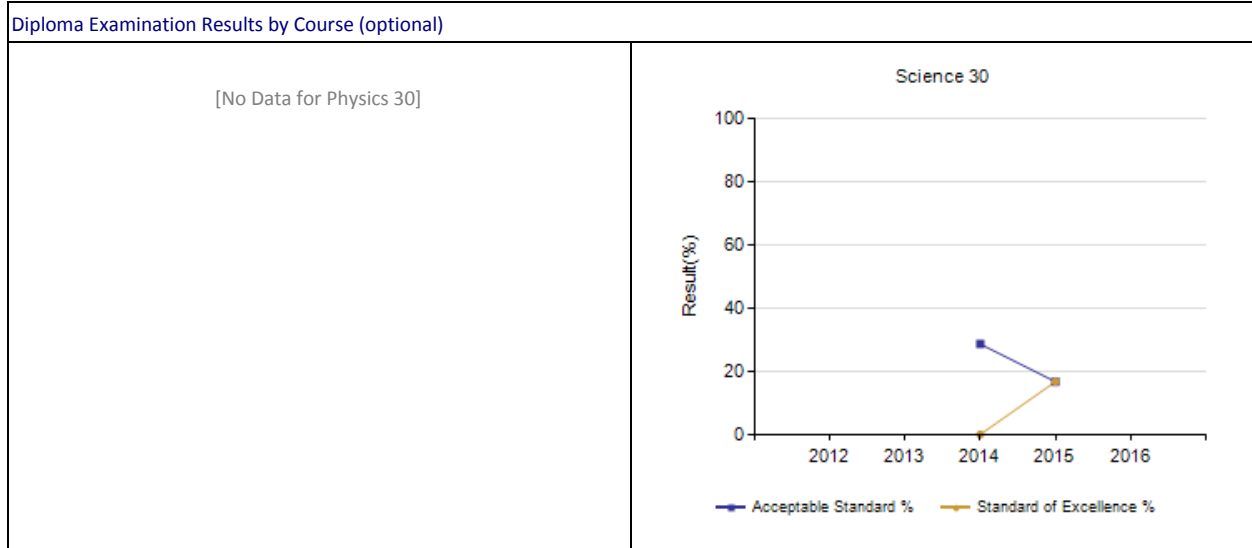


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Diploma Examination Results Course By Course Summary With Measure Evaluation (optional)

		Northland School Div No. 61							Alberta			
		Achievement	Improvement	Overall	2016		Prev 3 Year Average		2016		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	16	50.0	13	22.1	29,730	86.8	28,663	86.7
	Standard of Excellence	n/a	n/a	n/a	16	0.0	13	0.0	29,730	10.7	28,663	11.2
English Lang Arts 30-2	Acceptable Standard	n/a	n/a	n/a	20	50.0	27	57.7	16,707	89.1	15,920	89.3
	Standard of Excellence	n/a	n/a	n/a	20	0.0	27	0.0	16,707	12.3	15,920	11.7
French Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,282	93.8	1,247	95.8
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,282	8.7	1,247	12.3
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	153	99.3	140	97.1
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	153	20.3	140	21.5
Pure Mathematics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	105	59.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	105	11.4
Applied Mathematics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	28	71.4
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	28	17.9
Mathematics 30-1	Acceptable Standard	n/a	n/a	n/a	9	22.2	7	25.0	20,492	70.7	20,735	77.4
	Standard of Excellence	n/a	n/a	n/a	9	0.0	7	0.0	20,492	25.9	20,735	31.8
Mathematics 30-2	Acceptable Standard	*	*	*	5	*	n/a	n/a	13,631	75.4	11,425	71.6
	Standard of Excellence	*	*	*	5	*	n/a	n/a	13,631	16.8	11,425	13.4
Social Studies 30-1	Acceptable Standard	n/a	n/a	n/a	12	25.0	18	9.4	22,494	84.9	21,869	86.0
	Standard of Excellence	n/a	n/a	n/a	12	0.0	18	0.0	22,494	14.3	21,869	15.2
Social Studies 30-2	Acceptable Standard	n/a	n/a	n/a	18	55.6	30	30.3	19,790	81.1	19,060	82.5
	Standard of Excellence	n/a	n/a	n/a	18	0.0	30	0.0	19,790	13.1	19,060	13.7
Biology 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	8	19.6	22,539	85.1	21,806	85.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	8	0.0	22,539	32.4	21,806	32.3
Chemistry 30	Acceptable Standard	*	*	*	5	*	n/a	n/a	19,265	81.5	18,126	80.8
	Standard of Excellence	*	*	*	5	*	n/a	n/a	19,265	34.5	18,126	33.7
Physics 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	10,291	85.8	10,126	82.9
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	10,291	39.8	10,126	33.5
Science 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	7	22.6	8,790	84.4	6,841	84.3
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	7	8.3	8,790	27.6	6,841	25.9

Notes:

- Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
- 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 examinations.
- Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
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Measure Evaluation Reference - Achievement Evaluation

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

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

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Lang Arts 30-1	Acceptable Standard	0.00 - 81.51	81.51 - 85.05	85.05 - 90.15	90.15 - 94.10	94.10 - 100.00
	Standard of Excellence	0.00 - 2.28	2.28 - 6.43	6.43 - 11.18	11.18 - 15.71	15.71 - 100.00
English Lang Arts 30-2	Acceptable Standard	0.00 - 81.90	81.90 - 88.81	88.81 - 94.35	94.35 - 97.10	97.10 - 100.00
	Standard of Excellence	0.00 - 3.70	3.70 - 8.52	8.52 - 14.55	14.55 - 18.92	18.92 - 100.00
French Lang Arts 30-1	Acceptable Standard	0.00 - 78.73	78.73 - 92.86	92.86 - 100.00	100.00 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.21	5.21 - 16.67	16.67 - 23.04	23.04 - 100.00
Pure Mathematics 30	Acceptable Standard	0.00 - 54.07	54.07 - 76.74	76.74 - 86.06	86.06 - 92.18	92.18 - 100.00
	Standard of Excellence	0.00 - 6.15	6.15 - 18.46	18.46 - 29.38	29.38 - 34.62	34.62 - 100.00
Applied Mathematics 30	Acceptable Standard	0.00 - 73.06	73.06 - 80.94	80.94 - 90.03	90.03 - 91.69	91.69 - 100.00
	Standard of Excellence	0.00 - 4.57	4.57 - 10.29	10.29 - 16.08	16.08 - 23.77	23.77 - 100.00
Mathematics 30-1	Acceptable Standard	0.00 - 57.63	57.63 - 68.32	68.32 - 78.44	78.44 - 84.84	84.84 - 100.00
	Standard of Excellence	0.00 - 14.01	14.01 - 18.70	18.70 - 29.21	29.21 - 35.39	35.39 - 100.00
Mathematics 30-2	Acceptable Standard	0.00 - 44.98	44.98 - 61.19	61.19 - 73.82	73.82 - 82.40	82.40 - 100.00
	Standard of Excellence	0.00 - 1.59	1.59 - 6.06	6.06 - 13.68	13.68 - 17.02	17.02 - 100.00
Social Studies 30-1	Acceptable Standard	0.00 - 69.65	69.65 - 80.38	80.38 - 87.98	87.98 - 95.79	95.79 - 100.00
	Standard of Excellence	0.00 - 2.27	2.27 - 8.63	8.63 - 14.51	14.51 - 19.76	19.76 - 100.00
Social Studies 30-2	Acceptable Standard	0.00 - 71.97	71.97 - 79.85	79.85 - 87.56	87.56 - 91.42	91.42 - 100.00
	Standard of Excellence	0.00 - 3.94	3.94 - 8.65	8.65 - 14.07	14.07 - 23.34	23.34 - 100.00
Biology 30	Acceptable Standard	0.00 - 68.26	68.26 - 79.41	79.41 - 85.59	85.59 - 92.33	92.33 - 100.00
	Standard of Excellence	0.00 - 10.75	10.75 - 21.84	21.84 - 29.26	29.26 - 33.42	33.42 - 100.00
Chemistry 30	Acceptable Standard	0.00 - 58.10	58.10 - 69.51	69.51 - 80.34	80.34 - 84.74	84.74 - 100.00
	Standard of Excellence	0.00 - 11.22	11.22 - 20.47	20.47 - 30.47	30.47 - 35.07	35.07 - 100.00
Physics 30	Acceptable Standard	0.00 - 50.06	50.06 - 71.77	71.77 - 83.00	83.00 - 88.67	88.67 - 100.00
	Standard of Excellence	0.00 - 5.61	5.61 - 18.10	18.10 - 31.88	31.88 - 41.10	41.10 - 100.00
Science 30	Acceptable Standard	0.00 - 64.19	64.19 - 77.66	77.66 - 86.33	86.33 - 98.50	98.50 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 14.69	14.69 - 25.03	25.03 - 38.93	38.93 - 100.00

Notes:

- The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- 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 examinations.

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)



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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.

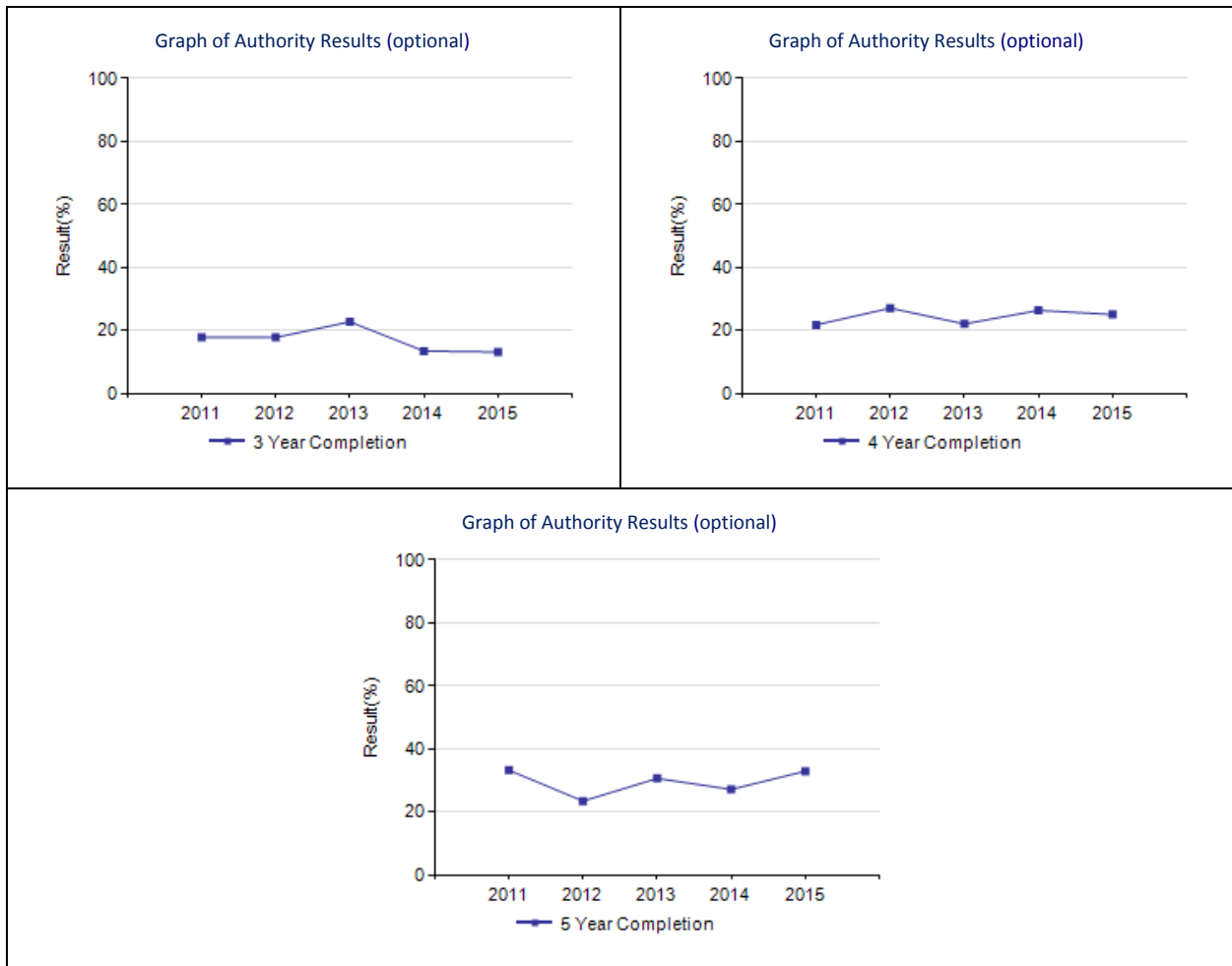
	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue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



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High School Completion Rate – Measure Details (OPTIONAL)

	Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
3 Year Completion	17.7	17.7	22.7	13.4	13.1	74.2	74.8	75.3	76.5	76.5
4 Year Completion	21.7	27.0	22.0	26.3	25.0	78.0	79.2	79.6	79.9	81.0
5 Year Completion	33.2	23.4	30.6	27.1	32.9	79.4	80.6	81.5	82.0	82.1



Notes:

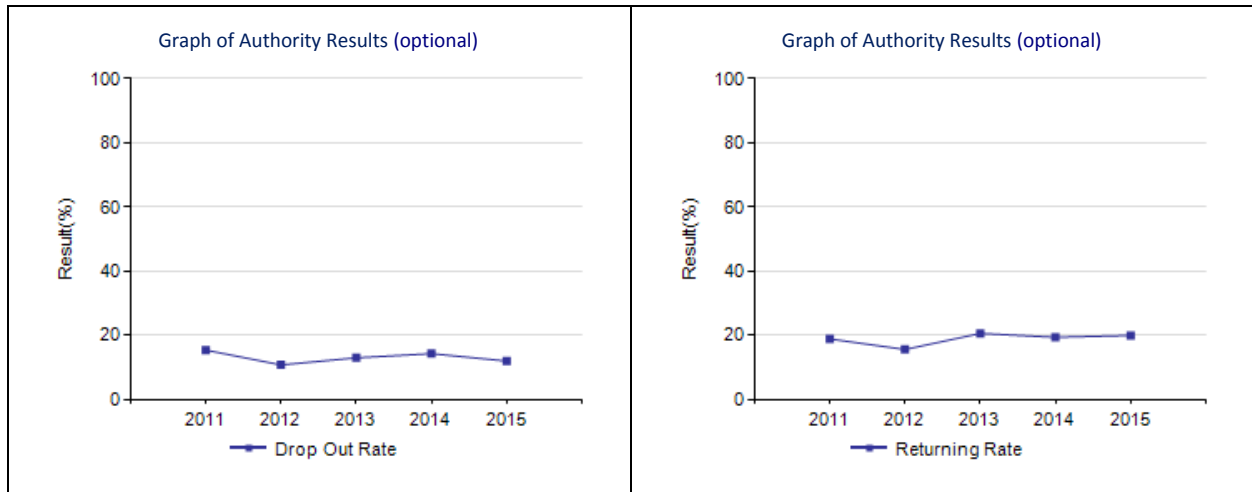
1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).



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Drop Out Rate – Measure Details (OPTIONAL)

Drop Out Rate - annual dropout rate of students aged 14 to 18										
	Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Drop Out Rate	15.3	10.7	12.9	14.2	11.9	3.8	3.6	3.3	3.5	3.2
Returning Rate	18.8	15.5	20.5	19.3	19.9	23.2	22.8	20.7	20.9	18.2



Notes:

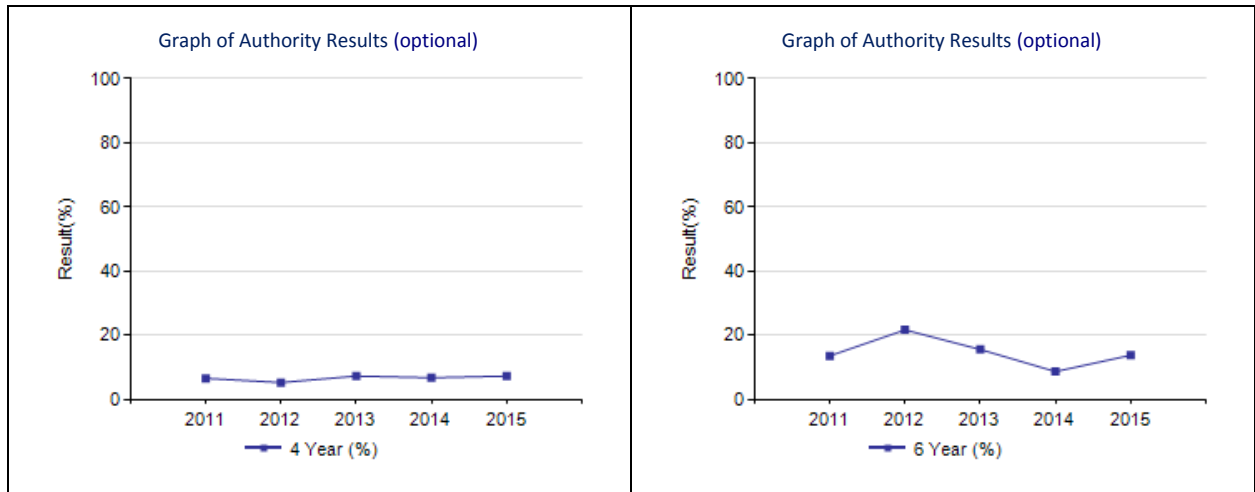
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High School to Post-secondary Transition Rate – Measure Details (OPTIONAL)

High school to post-secondary transition rate of students within four and six years of entering Grade 10.										
	Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
4 Year Rate	6.5	5.2	7.2	6.7	7.2	38.4	39.4	39.7	38.3	37.0
6 Year Rate	13.5	21.6	15.5	8.6	13.7	58.4	59.3	59.0	59.7	59.4



Notes:

1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
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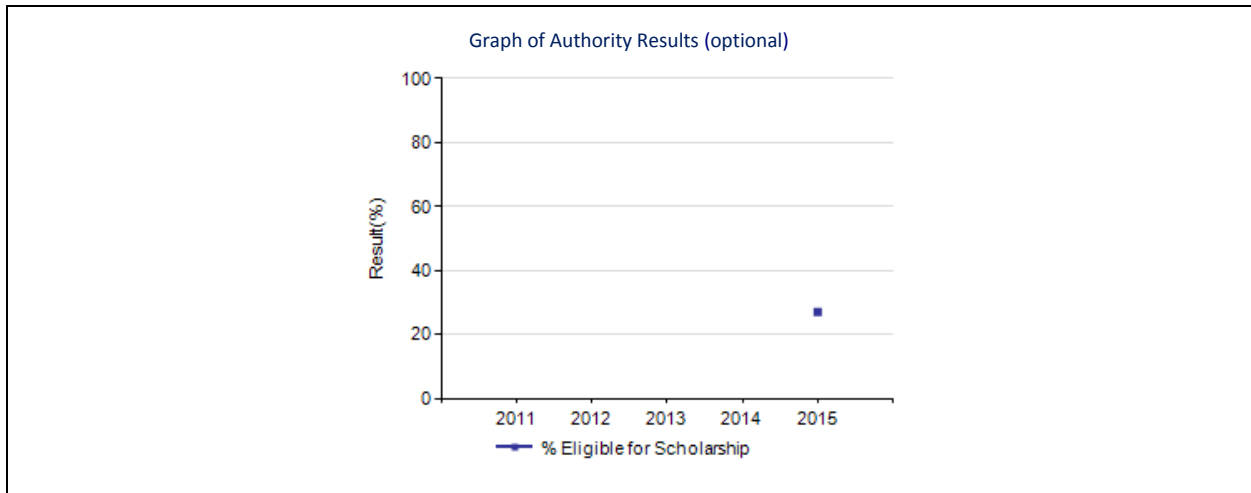


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Rutherford Eligibility Rate – Measure Details (OPTIONAL)

Percentage of Grade 12 students eligible for a Rutherford Scholarship.										
	Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	n/a	27.0	n/a	n/a	n/a	n/a	60.8

Rutherford eligibility rate details.									
Reporting School Year	Total Students	Grade 10 Rutherford		Grade 11 Rutherford		Grade 12 Rutherford		Overall	
		Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible
2011	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2012	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2013	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2014	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2015	122	29	23.8	16	13.1	16	13.1	33	27.0



Notes:

1. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
2. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

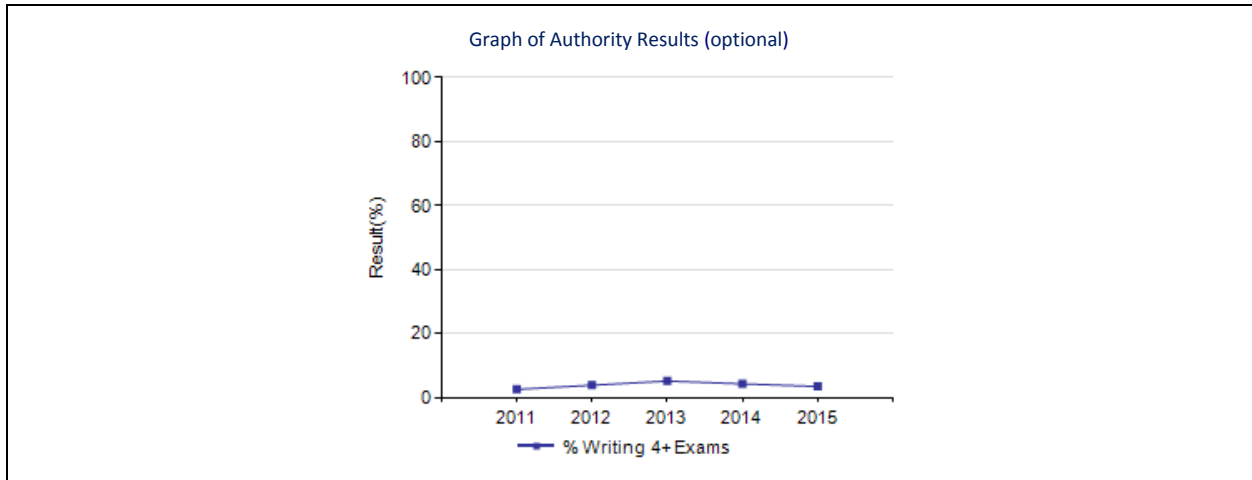


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Diploma Examination Participation Rate – Measure Details (OPTIONAL)

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

	Authority					Province				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
% Writing 0 Exams	74.7	74.7	71.5	74.1	71.1	16.8	16.5	16.6	15.7	15.7
% Writing 1+ Exams	25.3	25.3	28.5	25.9	28.9	83.2	83.5	83.4	84.3	84.3
% Writing 2+ Exams	22.7	20.9	21.9	20.9	19.3	80.1	80.5	80.3	81.4	81.2
% Writing 3+ Exams	6.7	7.6	7.3	7.5	7.6	66.7	66.8	63.3	65.0	64.7
% Writing 4+ Exams	2.5	3.8	5.1	4.2	3.4	55.6	55.9	50.1	54.4	54.6
% Writing 5+ Exams	1.7	1.9	1.5	0.0	0.7	36.7	37.5	31.5	36.3	37.1
% Writing 6+ Exams	0.0	0.0	0.0	0.0	0.0	13.9	14.3	11.4	13.1	13.8



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				
	2011	2012	2013	2014	2015	2011	2012	2013	2014	2015
English Language Arts 30-1	5.7	8.0	15.6	8.1	5.3	54.5	54.7	53.9	54.0	53.2
English Language Arts 30-2	16.3	14.7	12.8	13.8	14.7	25.8	25.9	27.1	28.0	28.7
Total of 1 or more English Diploma Exams	22.0	22.1	25.5	22.0	20.0	78.4	78.6	78.7	79.7	79.5
Social Studies 30	0.0	0.0	n/a	n/a	0.0	0.3	0.0	n/a	n/a	0.0
Social Studies 30-1	4.9	10.4	7.8	11.4	10.0	47.8	47.6	45.8	45.1	43.5
Social Studies 33	0.0	0.0	n/a	n/a	0.0	0.1	0.0	n/a	n/a	0.0
Social Studies 30-2	18.7	12.3	15.6	12.2	15.3	30.8	31.9	33.7	35.2	36.7
Total of 1 or more Social Diploma Exams	23.6	22.7	22.7	22.0	24.7	78.2	78.7	78.8	79.6	79.5
Pure Mathematics 30	1.6	1.8	2.1	0.0	0.0	42.3	42.2	7.2	0.1	0.0
Applied Mathematics 30	4.1	3.7	0.7	0.0	0.0	19.9	19.5	0.2	0.0	0.0
Mathematics 30-1	n/a	n/a	2.1	4.1	1.3	n/a	n/a	29.7	37.3	37.1
Mathematics 30-2	n/a	n/a	0.7	1.6	3.3	n/a	n/a	16.7	21.4	22.4
Total of 1 or more Math Diploma Exams	5.7	5.5	5.7	5.7	4.7	61.6	61.1	52.1	57.0	57.6
Biology 30	3.3	4.3	2.1	4.1	1.3	42.5	42.8	42.2	41.4	40.6



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Chemistry 30	1.6	1.2	2.8	0.8	0.0	35.8	36.5	31.5	34.7	35.7
Physics 30	0.0	0.0	0.0	0.0	0.0	20.5	20.2	17.3	20.0	19.9
Science 30	0.8	1.8	3.5	2.4	7.3	9.0	10.3	9.8	12.8	14.1
Total of 1 or more Science Diploma Exams	4.1	5.5	7.1	7.3	8.0	58.8	59.2	57.3	59.4	59.8
Français 30-1	0.0	0.0	0.0	0.0	0.0	0.3	0.3	0.3	0.3	0.2
French Language Arts 30	0.0	0.0	0.0	0.0	0.0	2.7	2.6	2.7	2.7	2.8
Total of 1 or more French Diploma Exams	0.0	0.0	0.0	0.0	0.0	3.0	2.9	3.0	2.9	3.0

Notes:

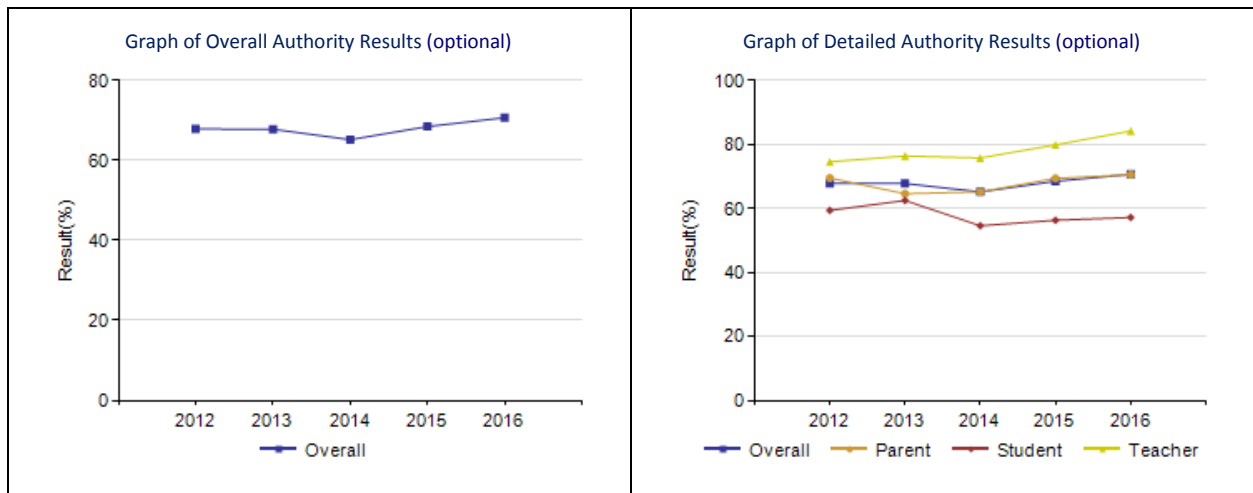
1. Results have been adjusted to reflect the change from previous data source systems to Provincial Approach to Student Information (PASI).
2. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
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Citizenship – Measure Details (OPTIONAL)

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.										
	Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	67.9	67.8	65.2	68.5	70.7	82.5	83.4	83.4	83.5	83.9
Teacher	74.6	76.4	75.8	79.9	84.2	93.1	93.6	93.8	94.2	94.5
Parent	69.5	64.6	65.2	69.4	70.6	79.4	80.3	81.9	82.1	82.9
Student	59.4	62.5	54.6	56.3	57.2	75.0	76.2	74.5	74.2	74.5



Notes:

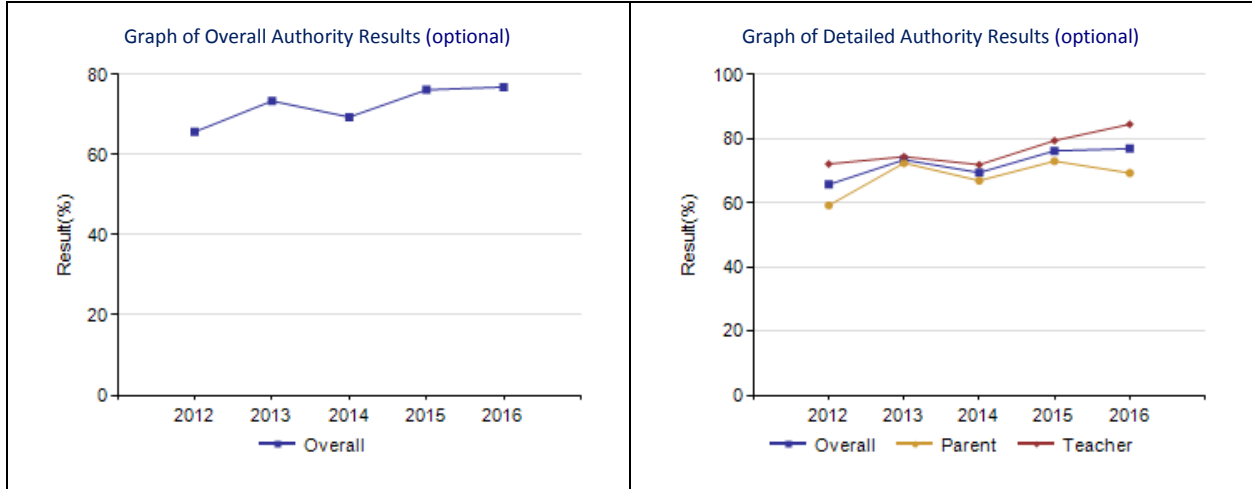
1. Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
2. Data values have been suppressed where the number of respondents/students is fewer than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

Work Preparation – Measure Details (OPTIONAL)

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					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	65.7	73.4	69.4	76.2	76.9	79.7	80.3	81.2	82.0	82.6
Teacher	72.1	74.4	71.9	79.4	84.5	89.5	89.4	89.3	89.7	90.5
Parent	59.2	72.4	66.9	73.0	69.3	69.9	71.1	73.1	74.2	74.8



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Notes:

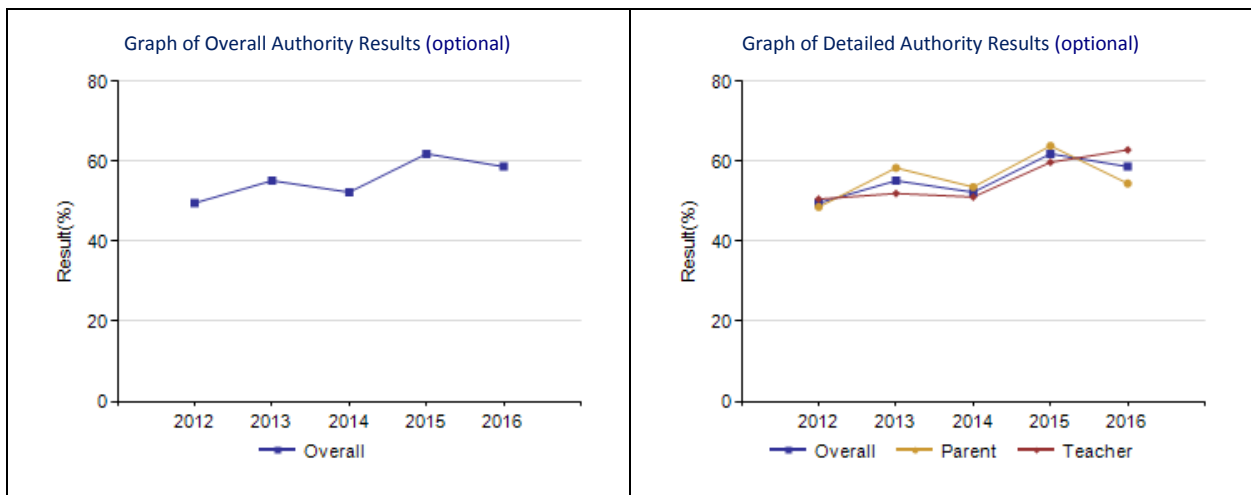
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).



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Lifelong Learning – Measure Details (OPTIONAL)

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.										
	Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	49.6	55.2	52.3	61.9	58.7	68.0	68.5	69.5	70.0	70.7
Teacher	50.6	52.0	51.1	59.8	62.9	75.8	75.7	76.0	76.0	77.3
Parent	48.6	58.4	53.6	63.9	54.5	60.2	61.2	63.0	64.0	64.2



Notes:

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



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Provincial Achievement Test Results – Measure Details (OPTIONAL)

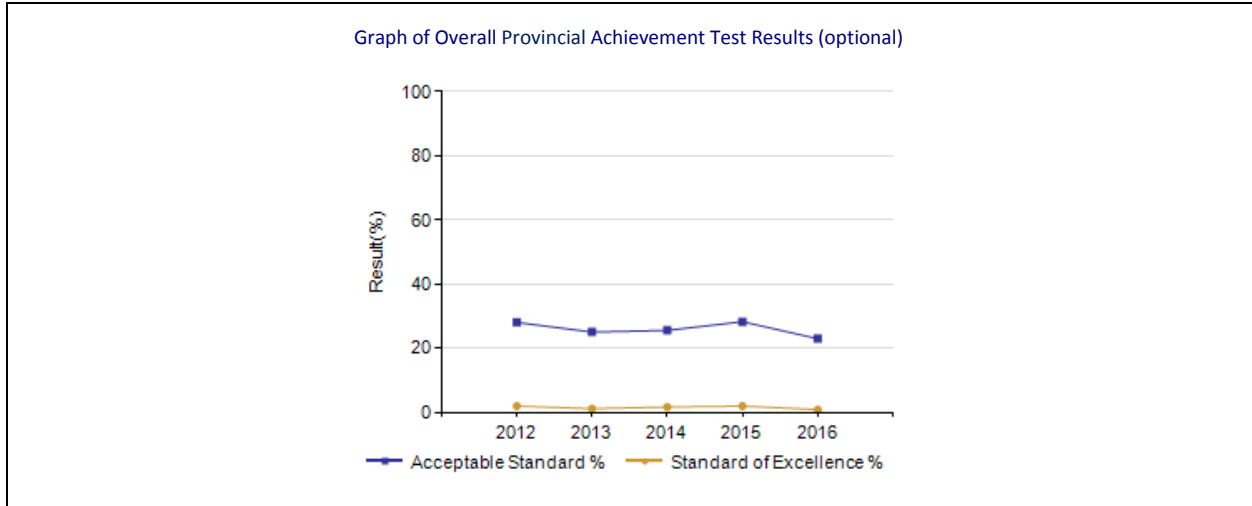
PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2012		2013		2014		2015		2016		2016	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	Authority	57.1	1.3	52.5	1.4	47.1	1.0	55.5	1.8	50.9	1.4	60	3
	Province	82.7	17.8	82.5	16.3	81.9	17.6	82.8	19.5	82.9	20.4		
French Language Arts 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	89.3	17.3	88.6	16.3	88.0	15.6	87.5	13.6	87.7	14.2		
Français 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	91.0	21.9	94.0	21.6	90.6	17.1	89.0	15.0	91.4	17.2		
Mathematics 6	Authority	36.2	1.3	33.6	1.8	30.6	2.9	40.1	2.2	22.7	0.5	45	3
	Province	74.7	16.6	73.0	16.4	73.5	15.4	73.2	14.1	72.2	14.0		
Science 6	Authority	43.0	3.6	33.2	1.8	30.1	5.3	38.8	3.5	28.4	1.4	45	5
	Province	77.8	28.2	77.5	25.9	75.9	24.9	76.3	25.3	78.0	27.1		
Social Studies 6	Authority	35.3	4.5	24.9	0.5	26.2	1.9	30.8	4.0	21.9	0.9	40	5
	Province	73.2	19.5	72.7	19.0	70.4	16.6	69.8	18.1	71.4	22.0		
English Language Arts 9	Authority	16.5	1.1	20.7	1.1	21.9	0.0	18.2	0.6	20.1	0.7	25	3
	Province	77.4	16.4	76.7	14.8	76.3	15.0	75.6	14.4	77.0	15.2		
English Lang Arts 9 KAE	Authority	*	*	n/a	n/a	*	*	n/a	n/a	*	*		
	Province	61.4	5.8	62.4	4.3	62.8	3.5	63.0	4.5	59.8	6.2		
French Language Arts 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	87.5	12.2	87.2	13.9	86.5	11.1	85.8	10.1	83.0	10.8		
Français 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	84.6	16.1	84.0	14.5	86.1	17.8	88.5	20.2	86.4	26.8		
Mathematics 9	Authority	8.5	1.6	8.4	0.0	11.4	0.0	7.5	0.6	4.7	0.0	15	3
	Province	66.4	17.8	66.8	18.3	67.1	17.3	65.3	17.9	67.8	17.5		
Mathematics 9 KAE	Authority	20.0	0.0	n/a	n/a	*	*	n/a	n/a	*	*		
	Province	62.5	15.3	65.8	14.7	63.4	14.5	60.9	14.4	61.2	13.0		
Science 9	Authority	9.4	0.5	10.1	0.6	17.6	0.6	10.9	0.6	11.3	0.6	15	3
	Province	74.1	22.4	72.9	20.0	73.2	22.1	74.1	22.8	74.2	22.4		
Science 9 KAE	Authority	16.7	0.0	n/a	n/a	*	*	n/a	n/a	*	*		
	Province	67.9	17.3	68.4	17.1	64.1	14.9	64.5	15.1	63.8	14.3		
Social Studies 9	Authority	9.7	0.5	6.7	1.7	13.6	0.6	8.5	0.6	9.4	0.6	15	3
	Province	68.9	19.1	65.5	18.8	65.5	19.9	65.1	19.8	64.7	18.0		
Social Studies 9 KAE	Authority	*	*	n/a	n/a	*	*	n/a	n/a	*	*		
	Province	63.5	13.9	64.6	13.0	61.8	10.7	57.3	11.2	58.0	11.6		

Notes:

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



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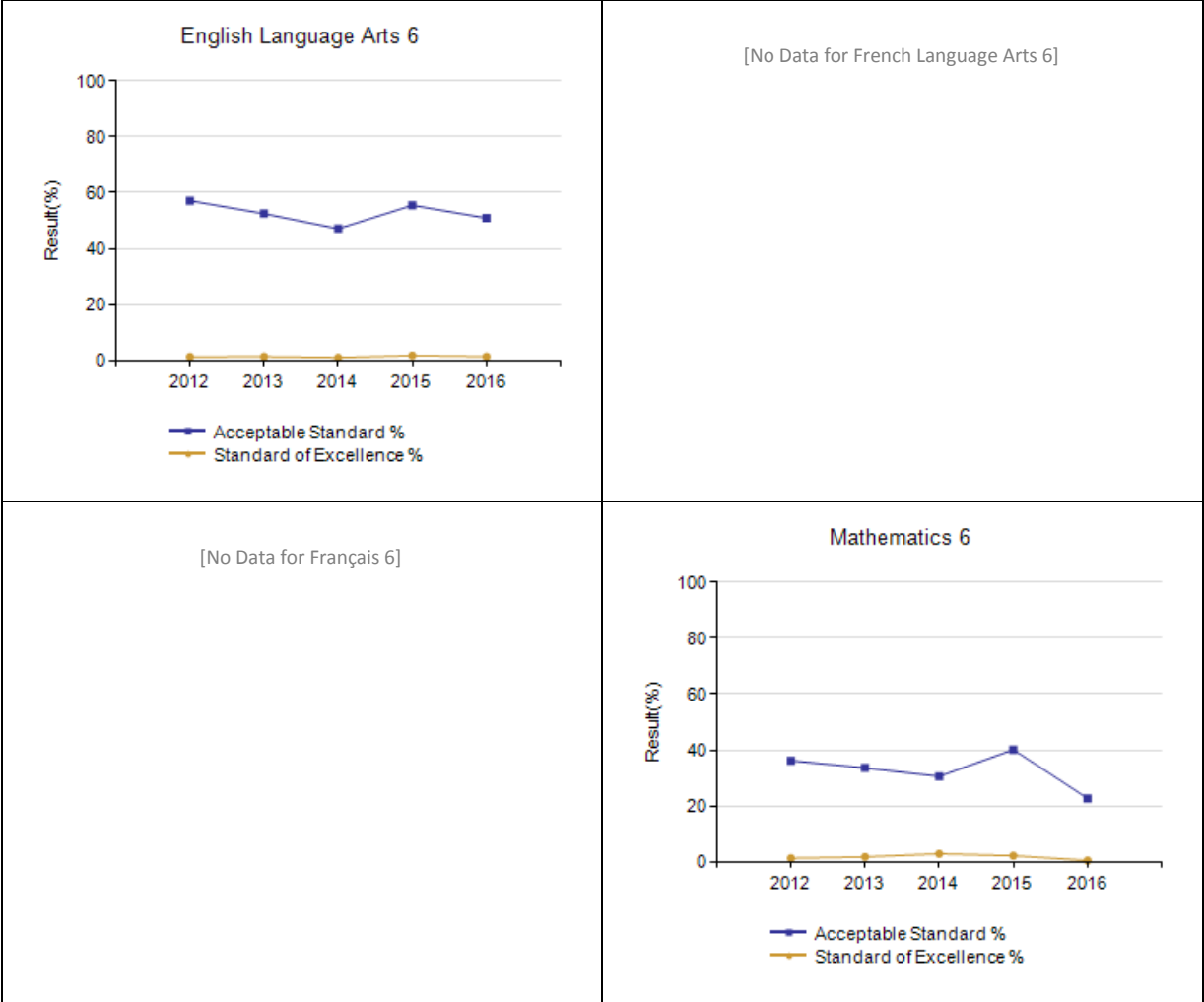
Notes:

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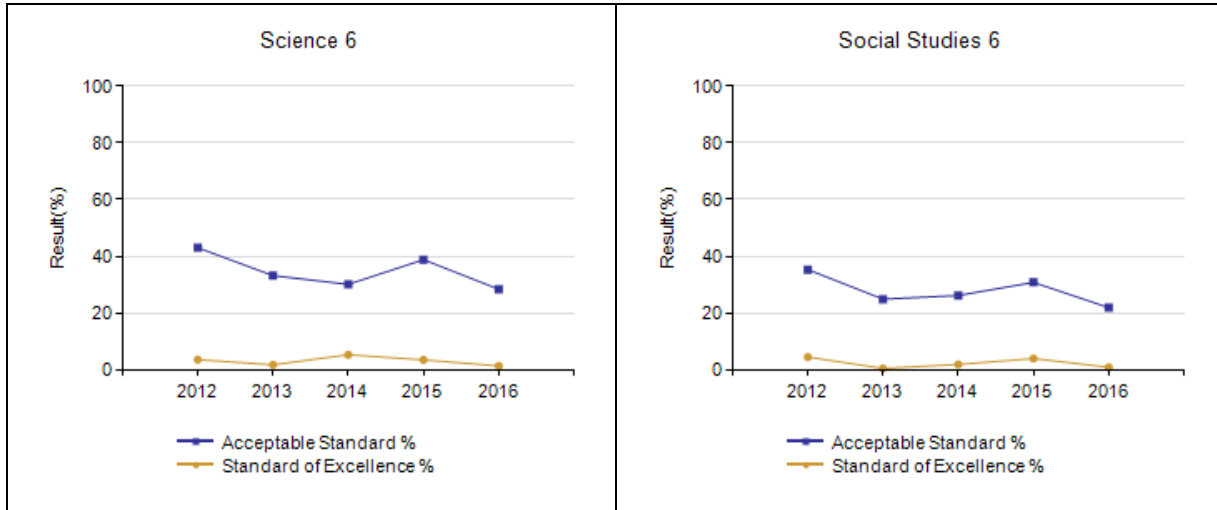
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and Annual Education Results Report for 2015-16**

Graph of Provincial Achievement Test Results by Course (optional)





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Notes:

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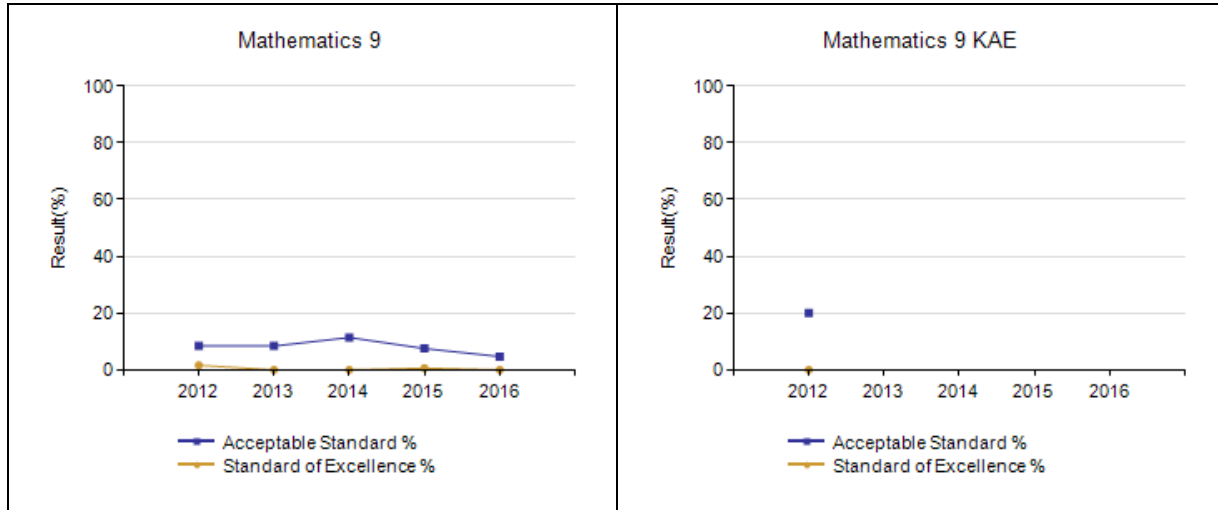
2016/2019 Combined Three Year Plan and Annual Education Results Report for 2015-16

Graph of Provincial Achievement Test Results by Course (optional)

<p style="text-align: center;">English Language Arts 9</p> <table border="1" style="margin-top: 10px; width: 100%; border-collapse: collapse;"> <caption>English Language Arts 9 Data</caption> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>15</td> <td>0</td> </tr> <tr> <td>2013</td> <td>20</td> <td>0</td> </tr> <tr> <td>2014</td> <td>22</td> <td>0</td> </tr> <tr> <td>2015</td> <td>18</td> <td>0</td> </tr> <tr> <td>2016</td> <td>20</td> <td>0</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2012	15	0	2013	20	0	2014	22	0	2015	18	0	2016	20	0	<p style="text-align: center;">English Lang Arts 9 KAE</p> <table border="1" style="margin-top: 10px; width: 100%; border-collapse: collapse;"> <caption>English Lang Arts 9 KAE Data</caption> <thead> <tr> <th>Year</th> <th>Acceptable Standard %</th> <th>Standard of Excellence %</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>0</td> <td>0</td> </tr> <tr> <td>2013</td> <td>0</td> <td>0</td> </tr> <tr> <td>2014</td> <td>0</td> <td>0</td> </tr> <tr> <td>2015</td> <td>0</td> <td>0</td> </tr> <tr> <td>2016</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	Year	Acceptable Standard %	Standard of Excellence %	2012	0	0	2013	0	0	2014	0	0	2015	0	0	2016	0	0
Year	Acceptable Standard %	Standard of Excellence %																																			
2012	15	0																																			
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2016	0	0																																			
<p>[No Data for French Language Arts 9]</p>	<p>[No Data for Français 9]</p>																																				



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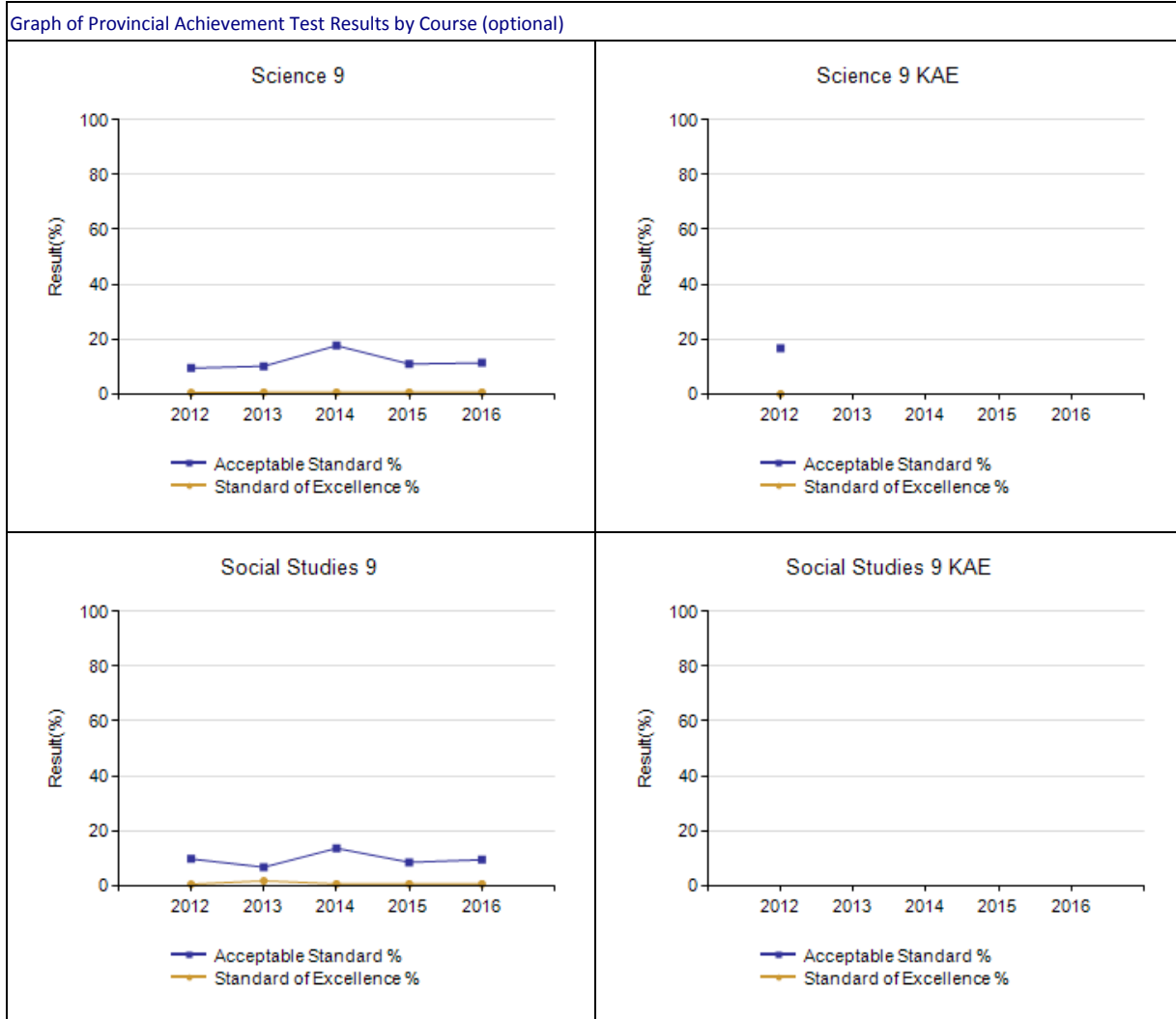


Notes:

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

		Northland School Div No. 61							Alberta			
		Achievement	Improvement	Overall	2016		Prev 3 Year Average		2016		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	n/a	n/a	n/a	214	50.9	217	51.7	47,606	82.9	45,843	82.4
	Standard of Excellence	n/a	n/a	n/a	214	1.4	217	1.4	47,606	20.4	45,843	17.8
French Language Arts 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,854	87.7	2,780	88.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,854	14.2	2,780	15.1
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	569	91.4	500	91.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	569	17.2	500	17.9
Mathematics 6	Acceptable Standard	n/a	n/a	n/a	216	22.7	217	34.8	47,512	72.2	45,774	73.2
	Standard of Excellence	n/a	n/a	n/a	216	0.5	217	2.3	47,512	14.0	45,774	15.3
Science 6	Acceptable Standard	n/a	n/a	n/a	215	28.4	217	34.0	47,543	78.0	45,788	76.6
	Standard of Excellence	n/a	n/a	n/a	215	1.4	217	3.6	47,543	27.1	45,788	25.3
Social Studies 6	Acceptable Standard	n/a	n/a	n/a	215	21.9	217	27.3	47,522	71.4	45,710	71.0
	Standard of Excellence	n/a	n/a	n/a	215	0.9	217	2.1	47,522	22.0	45,710	17.9
English Language Arts 9	Acceptable Standard	n/a	n/a	n/a	149	20.1	178	20.3	43,780	77.0	38,487	76.2
	Standard of Excellence	n/a	n/a	n/a	149	0.7	178	0.6	43,780	15.2	38,487	14.8
English Lang Arts 9 KAE	Acceptable Standard	*	*	*	2	*	n/a	n/a	1,638	59.8	1,514	62.7
	Standard of Excellence	*	*	*	2	*	n/a	n/a	1,638	6.2	1,514	4.1
French Language Arts 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,611	83.0	2,584	86.5
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,611	10.8	2,584	11.7
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	403	86.4	372	86.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	403	26.8	372	17.5
Mathematics 9	Acceptable Standard	n/a	n/a	n/a	148	4.7	176	9.1	43,253	67.8	38,217	66.4
	Standard of Excellence	n/a	n/a	n/a	148	0.0	176	0.2	43,253	17.5	38,217	17.8
Mathematics 9 KAE	Acceptable Standard	*	*	*	3	*	n/a	n/a	2,125	61.2	1,872	63.4
	Standard of Excellence	*	*	*	3	*	n/a	n/a	2,125	13.0	1,872	14.6
Science 9	Acceptable Standard	n/a	n/a	n/a	159	11.3	176	12.9	43,834	74.2	38,760	73.4
	Standard of Excellence	n/a	n/a	n/a	159	0.6	176	0.6	43,834	22.4	38,760	21.6
Science 9 KAE	Acceptable Standard	*	*	*	3	*	n/a	n/a	1,591	63.8	1,492	65.7
	Standard of Excellence	*	*	*	3	*	n/a	n/a	1,591	14.3	1,492	15.7
Social Studies 9	Acceptable Standard	n/a	n/a	n/a	160	9.4	177	9.6	43,775	64.7	38,759	65.4
	Standard of Excellence	n/a	n/a	n/a	160	0.6	177	0.9	43,775	18.0	38,759	19.5
Social Studies 9 KAE	Acceptable Standard	*	*	*	2	*	n/a	n/a	1,608	58.0	1,454	61.2
	Standard of Excellence	*	*	*	2	*	n/a	n/a	1,608	11.6	1,454	11.6

Notes:

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



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Measure Evaluation Reference - Achievement Evaluation

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

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

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Language Arts 6	Acceptable Standard	0.00 - 67.95	67.95 - 78.40	78.40 - 86.09	86.09 - 91.37	91.37 - 100.00
	Standard of Excellence	0.00 - 6.83	6.83 - 11.65	11.65 - 17.36	17.36 - 22.46	22.46 - 100.00
French Language Arts 6	Acceptable Standard	0.00 - 41.69	41.69 - 73.54	73.54 - 92.32	92.32 - 97.93	97.93 - 100.00
	Standard of Excellence	0.00 - 2.72	2.72 - 8.13	8.13 - 15.29	15.29 - 23.86	23.86 - 100.00
Mathematics 6	Acceptable Standard	0.00 - 63.91	63.91 - 70.73	70.73 - 79.61	79.61 - 88.67	88.67 - 100.00
	Standard of Excellence	0.00 - 8.53	8.53 - 11.31	11.31 - 18.13	18.13 - 25.17	25.17 - 100.00
Science 6	Acceptable Standard	0.00 - 60.36	60.36 - 78.51	78.51 - 86.46	86.46 - 90.64	90.64 - 100.00
	Standard of Excellence	0.00 - 11.74	11.74 - 17.42	17.42 - 25.34	25.34 - 34.31	34.31 - 100.00
Social Studies 6	Acceptable Standard	0.00 - 58.97	58.97 - 68.15	68.15 - 76.62	76.62 - 83.55	83.55 - 100.00
	Standard of Excellence	0.00 - 7.30	7.30 - 12.45	12.45 - 19.08	19.08 - 30.09	30.09 - 100.00
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
English Lang Arts 9 KAE	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	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
Mathematics 9 KAE	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
Science 9 KAE	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
Social Studies 9 KAE	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:

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



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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

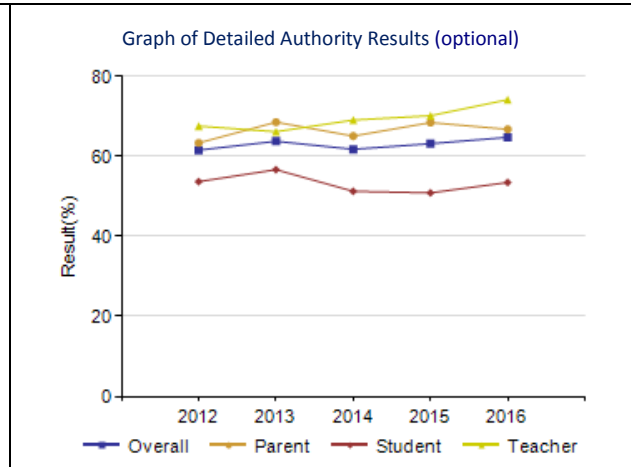
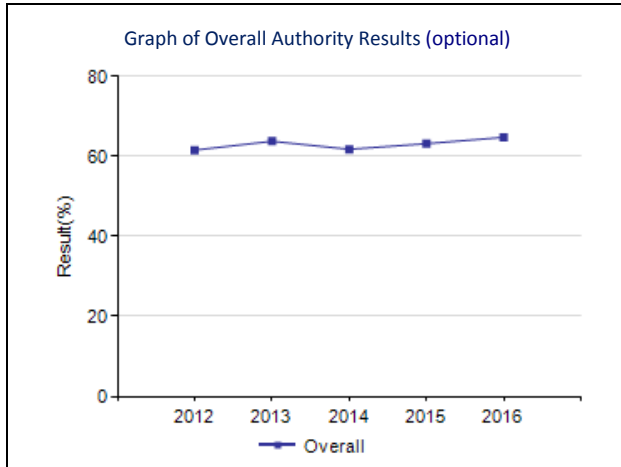


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Program of Studies – Measure Details (OPTIONAL)

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					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	61.6	63.8	61.8	63.2	64.8	80.7	81.5	81.3	81.3	81.9
Teacher	67.6	66.2	69.1	70.2	74.2	87.3	87.9	87.5	87.2	88.1
Parent	63.4	68.6	65.1	68.5	66.8	78.1	78.9	79.9	79.9	80.1
Student	53.7	56.7	51.3	50.9	53.5	76.9	77.8	76.6	76.9	77.5



Notes:

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

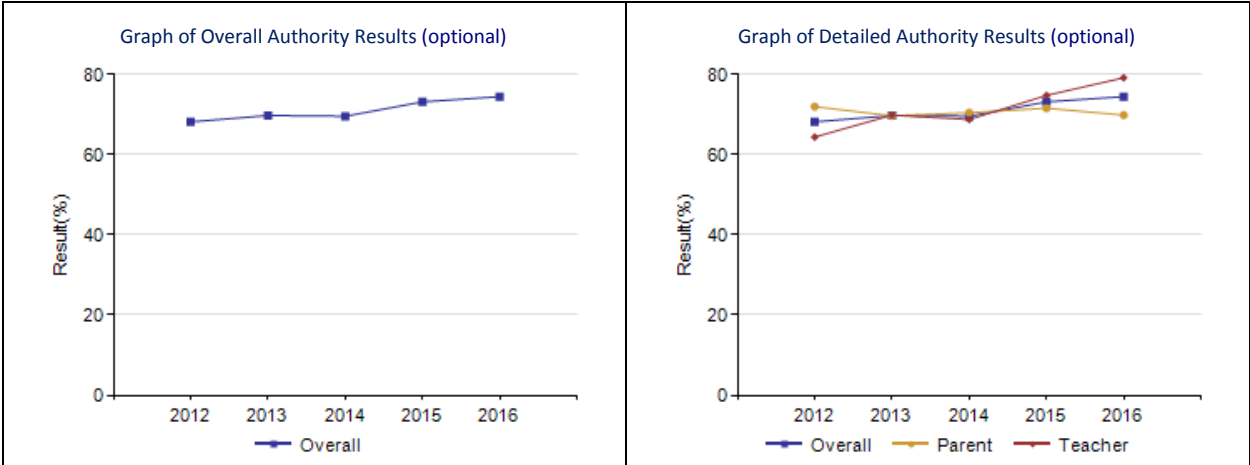
Parental Involvement – Measure Details (OPTIONAL)

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

	Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	68.2	69.8	69.6	73.2	74.5	79.7	80.3	80.6	80.7	80.9
Teacher	64.4	69.9	68.8	74.8	79.2	88.0	88.5	88.0	88.1	88.4
Parent	72.0	69.7	70.5	71.6	69.9	71.4	72.2	73.1	73.4	73.5



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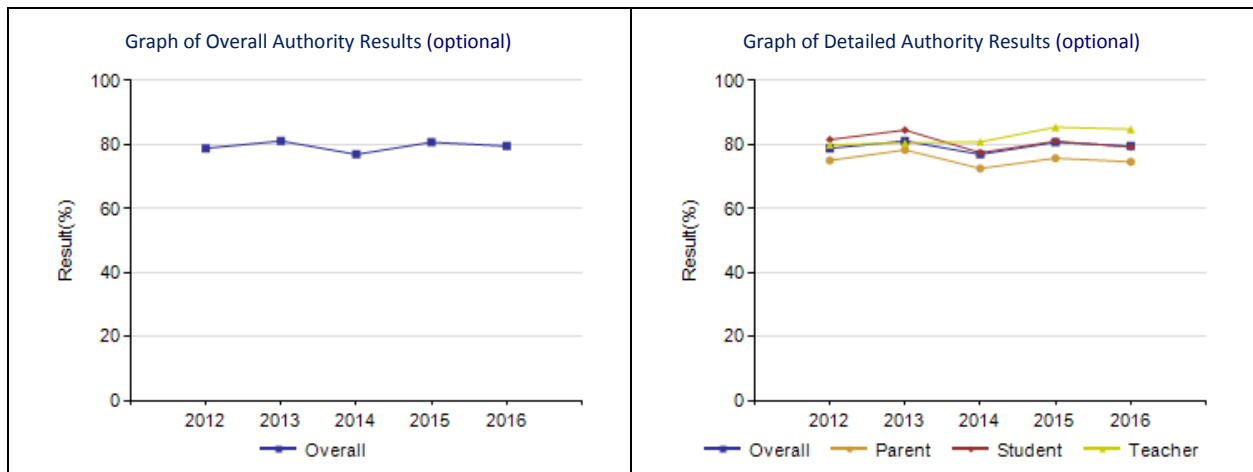
Notes:
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Education Quality – Measure Details (OPTIONAL)

Percentage of teachers, parents and students satisfied with the overall quality of basic education.										
	Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	78.8	81.1	76.9	80.7	79.5	89.4	89.8	89.2	89.5	90.1
Teacher	79.9	80.5	80.8	85.4	84.8	95.4	95.7	95.5	95.9	96.0
Parent	75.0	78.3	72.5	75.7	74.6	84.2	84.9	84.7	85.4	86.1
Student	81.5	84.5	77.4	81.0	79.2	88.6	88.7	87.3	87.4	88.0



Notes:

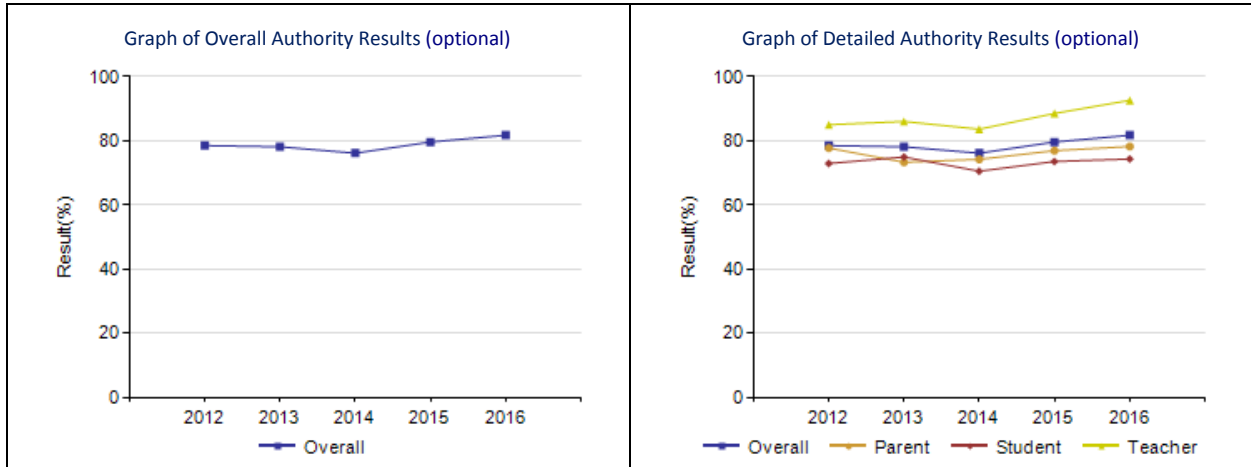
- Survey results for the province and some school authorities were impacted by changes in the number of students responding to the survey through the introduction of the Tell THEM From ME survey tool in 2014.
- Data values have been suppressed where the number of respondents/students is fewer than 6.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

Safe and Caring – Measure Details (OPTIONAL)

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.										
	Authority					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	78.5	78.1	76.1	79.6	81.7	88.6	89.0	89.1	89.2	89.5
Teacher	85.0	86.0	83.6	88.5	92.6	94.8	95.0	95.3	95.4	95.4
Parent	77.7	73.3	74.2	76.9	78.2	87.4	87.8	88.9	89.3	89.8
Student	72.9	74.9	70.5	73.5	74.3	83.7	84.2	83.1	83.0	83.4



2016/2019 Combined Three Year Plan and Annual Education Results Report for 2015-16



Notes:

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

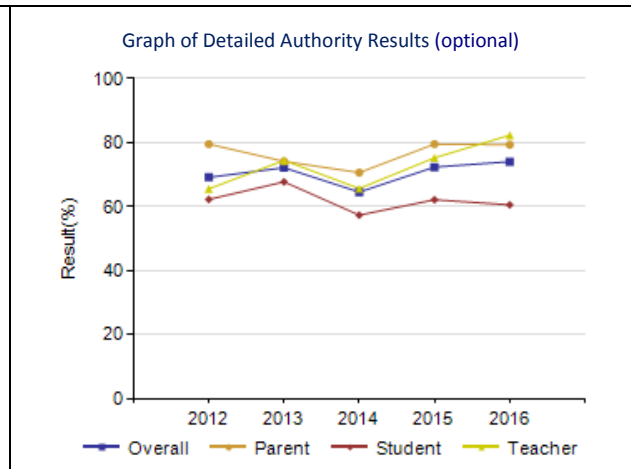
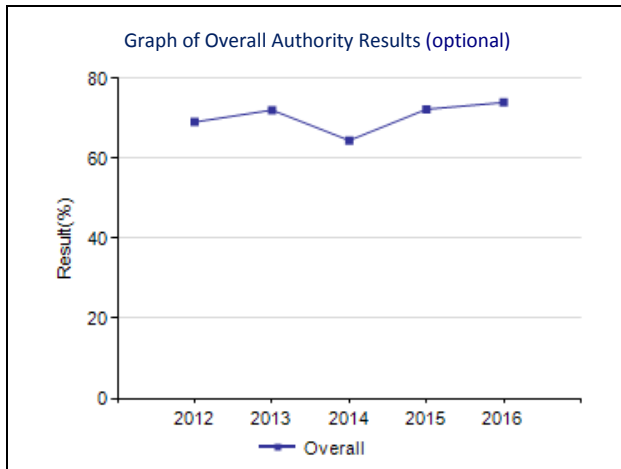


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School Improvement – Measure Details (OPTIONAL)

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					Province				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Overall	69.1	72.1	64.5	72.3	74.0	80.0	80.6	79.8	79.6	81.2
Teacher	65.5	74.4	65.6	75.2	82.3	81.1	80.9	81.3	79.8	82.3
Parent	79.5	74.1	70.6	79.5	79.3	76.2	77.9	77.0	78.5	79.7
Student	62.2	67.7	57.3	62.1	60.5	82.7	82.9	81.2	80.7	81.5



Notes:

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



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Board

Lois Byers, Official Trustee

Senior Administration

Gord Atkinson, Superintendent of Schools
 Don Tessier, Associate Superintendent
 Trudy Rasmuson, Secretary-Treasurer
 David Cox, Division Facilities Manager
 Wesley Oginski, Director of Human Resources
 Lorraine Cardinal - Roy, Director of First Nation, Métis, and Inuit Education

Schools

Schools	Grades	Local School Board Committee Chair
Anzac Community School	K-4	David Czibere
Athabasca Delta Community School	K-12	Claris Voyageur
Bill Woodward School	4-9	David Czibere
Bishop Routhier School	K-6	Greg Gauchier
Calling Lake School	K-12	Cora Weber-Pillwax
Career Pathways	Outreach	Fay Cardinal
Chipewyan Lake School	K-9	Jason Yuck
Conklin Community School	K-9	Margaret Quintal
Dr. Mary Jackson School	K-12	Katherine Omoth
Elizabeth Community School	K-8	Shelley Bartman
Fort McKay School	K-9	Janet Lynn McDonald
Fr. R. Perin School	K-9	Alice Fontaine
Gift Lake School	K-9	Ken Shaw
Grouard Northland School	K-9	Jesse Lamouche
Hillview School	K- 6	Shelly Auger
J.F. Dion School	K-6	Joan Daniels
Kateri School	K-12	Elmer Gullion
Little Buffalo School	K-12	Dwight Gladue
Mistassiniy School	7-12	Fay Cardinal
Paddle Prairie School	K-12	Candice Calliou
Peerless Lake School	K-12	Louie Cardinal
Pelican Mountain School	K-6	Violet Carlson
St. Theresa School	K-6	Robin Guild
Susa Creek School	K-8	Rachelle McDonald