Timberlea Public School

"Timberlea Public School is a safe and caring community striving for excellence in learning."

Assurance Framework School Growth Plan Fall Results 2021-2022

Our school's Assurance Results are based on the hard work of students, their families, and staff. Data was drawn primarily from provincial sources. Timberlea Public School served 195 students and their families in 2020-21, with 10 FTE teachers and 6.5 full-time CUPE employees. The building has been shared with Fort McMurray Christian School since 2017-18. We have established and maintained a strong relationship with our colleagues at FMCS, collaborating on many projects and sharing resources to support the teaching and learning of both school communities.

Despite the COVID-19 pandemic causing fluctuations in teaching and learning scenarios throughout the 2020-21 school year, Timberlea School continues to be a great place to grow and learn. There is no doubt that many challenges and stressors negatively impacted the ability of students and staff to maximize their potential. However, we have also seen the demonstration of great resiliency of everyone involved. Shifting back and forth from in-person to at-home learning was difficult, however, new ways of connecting with students and ways to demonstrate their learning also took place.

Timberlea School aims to respond to the intellectual, social, emotional, and physical needs of all students. We aim to nurture a love of learning and to provide numerous opportunities for all students to achieve their goals within the FMPSD framework of instruction, leadership, and learning support. These goals can only be achieved with the participation and support of all stakeholders placing student wellness and learning and as their number one priority.

In September 2019, we embarked on a new journey to incorporate the MicroSociety education model. As citizens of Wolf Land, we strive to maintain a thriving community of learners. We have established a parliamentary democracy with the school principal acting as Governor General, a thriving economy with student created businesses, and an online marketplace. Wolf Land was created and is managed by students with the guidance and support of teacher facilitators and community mentors. Students are empowered to take the lead in all aspects of their society. Timberlea is the only school in Fort McMurray to offer this unique educational model.With continued focus on our school vision and mission, and having completed the first full year of MicroSociety activities, we continue to distinguish ourselves as a uniquely engaging educational choice for students and their families.

OUR GOALS

1. High-Quality Learning Opportunities for All
2. Excellence in Student Learning Outcomes
3. Supporting First Nations, Métis and Inuit Students
4. Highly Responsive and Responsible Jurisdiction

ASSURANCE CYCLE

1. Explore - Analyze and Interpret
2. Develop - Identification of Problem, Strategy and Plan
3. Take Action - Implement and Adjust
4. Evaluate - Impact on Outcomes

CURRENT STATE (EVIDENCE)

STRENGTHS

Maintenance of high performance on all measures (Accountability Pillar Surveys)
Strong sense of student belonging, positive relationships/behaviour, and advocacy at school (OurSchool Surveys)

AREAS FOR GROWTH

Numeracy - *Number Fact Fluency;* **Literacy** - *Making Connections with Text;* **Mental health** - *Anxiety, Feeling Safe at School*

LOCAL CONTEXT

Timberlea School shares the building with Fort McMurray Christian School. Our MicroSociety education model distinguishes Timberlea School from others in Fort McMurray and has proven to be very engaging for students, staff and parents. STEAM instruction for grades 1-6 are another distinguishing factor, as do Archery clubs for students grade 4-6. The Collaborative Response Model is a key component of our professional learning activities as we explore ways to support all students in the school. A key aspect of honouring FNMI cultures is the adoption of the 7 Sacred Teachings as our monthly virtue assembly and school awards, where each class hosts the assembly and prepares a presentation on one of the 7 sacred teachings.

STRATEGIES FOR MOVING FORWARD

1. PROFESSIONAL LEARNING PLAN

   Timberlea School PLF Cycle 2021-22

2. PHYSICAL RESOURCES

   "MathSeeds" accounts for Kindergarten; connecting MicroSociety activities to Math learning
   ReadingEggs accounts for Div 1; Reading AtoZ accounts for Div 2. Raz Kids accounts for interactive levelled books and home reading.

3. BUDGET

   Student/staff accounts for Reading AtoZ, Raz-Kids, ReadingEggs, MathSeeds, Mathletics

INDICATORS OF SUCCESS

SHORT TERM

Student growth evident through
- Math software data; Number Fact Fluency in MicroSociety activities
- Literacy software data; Student at home reading time
- Division 2 students anxiety levels; Division 2 boys feeling safe at school

MOVING TO - DESIRED STATE
- Monthly tracking of student learning and meaningful feedback
- Teachers can provide data of increased student learning
- Every student can identify growth in their learning targets
- All students participate regularly in mental health check-ins and mindfulness breaks.
- Students report feeling that peers have made up for their mistakes
- Diminished need for targeted counselling programs for individual students and student groups

Doing What's Best For Kids

GROWTH AREA: TIMBERLEA SCHOOL - NUMERACY → Number Fact Fluency (computation, estimation, mental math) means that students can flexibly apply what they already know, finding facts they cannot recall by using the facts they already have memorized (e.g. doubling 2's facts to get 4's facts). They see how multiplication facts are related to one another, and also how to efficiently use the relationships between addition, subtraction, multiplication and division.

ACTION FOR IMPROVEMENT: NUMERACY - IF time and resources were made available for staff to engage in the collaborative response model where they bring forward evidence of their Fact Fluency instructional practices and the resulting impacts on student learning, and IF the school leadership team is also actively engaged in exploring and building collective knowledge about effective Fact Fluency instructional practices, THEN we would expect to see increased instances of students with experience and knowledge in flexibly applying what they already know to find facts they cannot recall and see how facts are related when performing number operations of addition, subtraction, multiplication and division.

Moving From... Current State	Evidence in support of claim (baseline data)	What does the evidence tell you about the current state of student learning?	What does the evidence tell you about current teaching practices?	Strategies for improvement How?	Short term success indicators (October) Evidence of Improvement	Moving To... (June) Desired State "Audacious" 1-year goal
A significant percentage of students at each grade level display difficulty with number fact fluency.	Feedback gained through interactions with students Performance on learning outcomes as determined by lesson activities and teacher made assessments	Based primarily on classroom assessments and teacher observation, approximately 30% of Div 1, and 25% of Div 2 students may require interventions.	Staff identified a need to engage students in more "mad minutes" type mental math activities. Some improvement resulted in student performance of basic addition and multiplication operations.	Continued use of "mad minutes" and basic math fact games; "MathSeeds" accounts for Kindergarten; increased efforts in connecting regular MicroSociety activities (buying, selling, payroll, recipes, etc.) to Math learning activities.	Student growth evident through tracking and analysis of MathSeeds, Mathletics data, and Spring 2022 MIPI data. Student growth in ability to display fact fluency in MicroSociety activities.	Monthly tracking of student learning and meaningful feedback are core teaching and learning practices in all classes. Teachers can provide evidence of student learning using a variety of assessment data, and will adjust teaching and learning activities as needed. Every student can identify growth in their learning targets.

GROWTH AREA: TIMBERLEA SCHOOL - LITERACY → Making Connections with Text is a critical reading comprehension strategy that helps students make meaning of what they are reading. When students make connections to the texts they are reading, it helps them to make sense of what they read, retain the information better, and engage more with the text itself. Students make connections between the text and themselves, the text and another text, and the text and the world around them.

ACTION FOR IMPROVEMENT: LITERACY: IF time and resources were made available for staff to engage in the collaborative response model where they bring forward evidence of their Making Connections instructional practices and the resulting impacts on student learning, and IF the school leadership team is also actively engaged in exploring and building collective knowledge about effective Making Connections instructional practices, THEN we would expect to see increased instances of students with the ability to apply knowledge and experiences in various contexts.

Moving From... *Current State*	Evidence in support of claim (baseline data)	What does the evidence tell you about the current state of student learning?	What does the evidence tell you about current teaching practices?	Strategies for improvement *How?*	Short term success indicators (October) *Evidence of Improvement*	Moving To... (June) *Desired State "Audacious" 1-year goal*
A significant percentage of students at each grade level display difficulty with higher texts (relating to experiences they haven't had yet), reading a word and being able to write it correctly, and using words in various contexts.	Feedback gained through interactions with students

Performance on learning outcomes as determined by lesson activities and teacher made assessments | Based primarily on classroom assessments and teacher observations, approximately 20% of Div 1, and 15% of Div 2 students may require interventions. | Staff identified a need for reading resources that are engaging and meaningful to students.

ReadingEggs designed for Div 1 only. | ReadingEggs for Div 1, Reading AtoZ accounts for Div 2 reading comprehension. Raz Kids accounts for interactive levelled books and home reading.

Engaging students in daily read-alouds and book talks to model thinking about text and enhancing comprehension. | Student growth evident through ongoing tracking and analysis of ReadingA toZ and Raz-Kids data.

Increase in the amount of time students spend in home reading through use of Raz-Kids. | Monthly tracking of student learning and meaningful feedback are core teaching and learning practices in all classes.

Teachers can provide evidence of student learning using a variety of assessment data, and will adjust teaching and learning activities as needed.

Every student can identify growth in their learning targets. |

FORT MCMURRAY PUBLIC SCHOOL DIVISION
GOAL PLANNING
Doing What's Best for Kids

Fort McMurray Public Schools

GROWTH AREA: TIMBERLEA SCHOOL - MENTAL HEALTH → is a key to success in all aspects of life, whether at home or at school. When students and staff are able to effectively manage stress and anxiety, they will be better able to feel safe and cared for, and to enjoy participating in school activities. Students need to feel connected to adults at school, and feel that they have someone they can go to for assistance.

ACTION FOR IMPROVEMENT: MENTAL HEALTH: IF time and resources were made available for staff to engage in the collaborative response model where they bring forward evidence of their Mental Health practices and the resulting impacts on student learning, and IF the school leadership team is also actively engaged in exploring and building capacity in support the mental health of students and staff, THEN we would expect to see increased number of students and staff with the ability to effectively manage stress and anxiety.

Moving From... _Current State_	Evidence in support of claim (baseline data)	What does the evidence tell you about the current state of student learning?	What does the evidence tell you about current teaching practices?	Strategies for improvement _How?_	Short term success indicators (October) _Evidence of Improvement_	Moving To... (June) _Desired State "Audacious" 1-year goal_
Division 2 girls reported higher levels of anxiety. Division 2 boys reported declining levels of feeling safe at school.	OurSchool surveys are administered to Div 2 students each February. Number of students seeking counselling support. Number of student discipline referrals to school principal.	Girls' anxiety levels have fluctuated over the last 5 years (trended higher than Canadian norms only for the last 2 years) 30% decline over the last 5 years in boys feeling safe at school (lower than Canadian norms only over the last 2 years)	Staff treat some negative student behaviours as discipline issues. Providing opportunities for students to share their thoughts and feelings on a routine basis and feeling safe to do so may help reduce the number of referrals to the school principal.	Administer OurSchool survey in November and February. Regular mental health check-ins or mindfulness breaks in each classroom. Apply restorative justice strategies to discipline practices where appropriate. Continue targeted counselling programs for student groups.	Division 2 students reporting lower anxiety levels over this year. Division 2 boys reporting feeling safer at school.	All students participate regularly in mental health check-ins and mindfulness breaks. Students report feeling that peers have made up for their Diminished need for targeted counselling programs for individual students and student groups

Timberlea Public School
Assurance Measure Results Summary
Doing What's Best for Kids

OUR STAKEHOLDERS - STUDENTS, STAFF & PARENTS

195 STUDENTS
10% English Language Learners
22% Early Childhood Learners
7% First Nations, Métis, Inuit
5% Severe Disabilities

17 STAFF
10 ATA Employees
6.5 CUPE Employees

PARENTS
62% of parents are satisfied in their involvement in decisions about their child's education

RESPONDENTS

76 Students   9 Teachers   10 Parents

STAKEHOLDER FEEDBACK

- 92% of stakeholders are satisfied with the overall quality of basic education.
- 83% of stakeholders agree that their learning environments are welcoming, caring, respectful and safe.
- 82% of stakeholders agree that students are engaged in their learning at school.

IMPROVEMENT AREAS

- ⇧ students have greater access to the appropriate supports and services at school.
- ⇧ students receive a broad program of studies including fine arts, career, technology, and health and physical education.
- ⇧ children at risk have easier access to programs and in a timely manner.

PROGRAM PRIORITIES

- ✓ Improvement in number fact fluency
- ✓ Improvement in making connections with text
- ✓ Improvement overall in student and staff mental health

2020-2021 SCHOOL REPORT CARD
Below are the results of the NEW Alberta Education Assurance Measure completed by our school's parents, students, and staff.

STUDENT LEARNING AND ENGAGEMENT
2020-2021 School Result - 81.5%
2019-2020 School Result - No Data
2020-2021 Provincial Result - 85.6%

CITIZENSHIP
2020-2021 School Result - 77.2%
2019-2020 School Result - 79.2%
2020-2021 Provincial Result - 83.2%

3 YEAR HIGH SCHOOL COMPLETION
2019-2020 School Result - N/A
2018-2019 School Result - N/A
2019-2020 Provincial Result - N/A

5 YEAR HIGH SCHOOL COMPLETION
2019-2020 School Result - N/A
2018-2019 School Result - N/A
2019-2020 Provincial Result - N/A

EDUCATION QUALITY
2020-2021 School Result - 92%
2019-2020 School Result - No Data
2020-2021 Provincial Result - 89.6%

WELCOMING, CARING, RESPECTFUL AND SAFE LEARNING ENVIRONMENTS
2020-2021 School Result - 83.3%
2019-2020 School Result - No Data
2020-2021 Provincial Result - 87.8%

PARENTAL INVOLVEMENT
2020-2021 School Result - 79.9%
2019-2020 School Result - 89.3%
2020-2021 Provincial Result - 79.5%

Timberlea School Data Results 2020-21

A review of the most recent data available to us reveals significant changes in Timberlea School student academic growth, and in parent perceptions regarding the supports and services available to their families at school and in the community.

Data was drawn from a range of sources including Alberta Education Assurance survey data (May 2021), Alberta Education literacy (September 2021) assessments (CC3 and Lens), and Alberta Education numeracy screening assessments (Gr. 2&3 - September 2021), as well as English Language Learner (ELL) and First Nations, Metis, Inuit (FNMI) achievement data.

May 2021 AEA survey results
Areas of Strength:
    a) 92% of stakeholders are satisfied with the overall quality of basic education
    b) 83% of stakeholders agree that their learning environments are welcoming, caring, respectful and safe
    c) 82% of stakeholders agree that students are engaged in their learning at school

Considering the monumental number of challenges faced by our school community, and the world at large as a result of a world-wide pandemic, these achievements are a testament to the resilience, spirit of collaboration and cooperation, and creativity in overcoming obstacles displayed by our stakeholders. Providing meaningful learning activities while repeatedly pivoting between in-person and at-home learning.

We were required to re-think every aspect of teaching, learning, and maintenance of school culture. We were required to maintain or display continuous growth in pre-pandemic programs such as a new government funding framework, a new government Assurance model, a new Teacher Quality Standard (TQS), and a new MicroSociety education model. We needed to continue our growth in implementing a new Collaborative Response Model to support the growth of every student, and continue efforts in reconciliation through enhanced Indigenous education. Despite all of the challenges, we are proud to say that we have maintained or shown growth in all these areas.

Areas for Growth
There have been, however, areas where stakeholders feel that a price has been paid for the challenges we have all faced recently.
    a) 68% of teachers, parents and students (vs 83% provincially) who agree that students have access to the appropriate supports and services at school.
    b) 71% of teachers, parents and students (vs 82% provincially) satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.
    c) 68% of teachers, parents and students (vs 83% provincially) agree that programs for children at risk are easy to access and timely.

CC3/Lens and Numeracy Screening Assessments
In order to qualify for new government funding made available for the support of students with pandemic related learning gaps, teachers were required to implement new assessment tools for grades 1-3 before September 30th.
            Grade 2 students - 10/28, or 36% deemed at risk
            Grade 3 students - 13/29 or 45% deemed at risk

Alberta Education Numeracy Screening Assessments revealed that 22/55 or 40% of Grade 2&3 students were deemed at risk.

ELL Achievement

No ELL data for PAT's has been available for the previous 2 years, however the 3-year rolling average shows 100% of students achieved the Acceptable Standard and 22% achieved the Standard of Excellence.

FNMI Achievement

No FNMI data is available for PAT's over the last 5 years as participation rates have been consistently fewer than 6 students. Fountas and Pinnell data from the previous school year, however, showed that the majority of students were at or above reading level expectations.

2021-22 Education Plan Goals

To serve the needs of all Timberlea School students we will continue on the path we have laid out in our school growth plan for 2021-22. Three main goals were identified:

    a) Improvement in number fact fluency
    b) Improvement in making connections with text
    c) Improvement overall in student and staff mental health

Supporting plans and strategies are attached to this results report. We will also make use of new *Mathology* resources, targeted numeracy and literacy interventions through deployment of temporary support staff provided by new government funding, and monitoring of the progress of all students through continued implementation of the Collaborative Response Model.

Spring 2021 School Results Summary for Planning and Reporting

> The following pages contain the tables and graphs that provide data for the school for the required and supplemental Alberta Education Assurance Measures used for planning and results reporting. Schools may use these in their plan/report to meet requirements and/or to provide additional information to help in interpreting the results.

Overall and detailed results can also be found in a variety of formats through the Extranet and Stakeholder File Exchange (SFX) applications:

Standard Reports

There are three (3) standard PDF reports at the School Level:

- **School Report** – this report contains the most comprehensive information for each required and supplemental measure.
- **FNMI Report** – this report contains the school results for self-identified First Nations, Métis and Inuit students. Survey measures are not included in this report as survey responses are anonymous and self-identification cannot be applied to the data.
- **ESL Report** – this report contains the school results for English as Second Language. Survey measures are not included in this report as survey responses are anonymous.

Excel Reports

These reports present the school data in a format that allows maximum flexibility in how schools may want to present their data in Education Plans and Annual Education Results Reports:

- **Excel Data Summary.xls** – this report has the school Overall Summary and the 5-year histories for each measure. It also includes the breakdown of the survey results by respondent group, the PAT and Diploma Exam Results Course by Course Summary with Measure Evaluation tables, and the evaluation of the 3-, 4- and 5- year High School Completion Rates (**NEW**).
- **FNMI Excel Data Summary.xls** – similar to the report above, but for the school results for self-identified First Nations, Métis and Inuit students.
- **ESL Excel Data Summary.xls** – similar to the Excel Data Summary, but for the school results for English as Second Language students.

Spring 2021 Required Alberta Education Assurance Measures - Overall Summary

Assurance Domain	Measure	Timberlea Public School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	81.5	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	77.2	79.2	82.2	83.2	83.3	83.0	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	82.0	n/a	n/a	73.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	14.7	n/a	n/a	20.3	n/a	n/a	n/a
Teaching & Leading	Education Quality	92.0	92.9	92.4	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	83.3	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	67.5	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	79.9	89.3	88.9	79.5	81.8	81.4	n/a	n/a	n/a

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

Measure Evaluation Reference (Required AEAMs)

Achievement Evaluation

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

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

Measure	Very Low	Low	Intermediate	High	Very High
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00

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

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test 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				
Improvement	**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

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

Student Learning Engagement – Measure Details

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

	School										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	95	81.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,575	87.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,956	85.6
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	10	93.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	334	92.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,994	89.0
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	76	51.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,927	72.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,789	71.8
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9	100.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	314	97.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,173	96.0

Graph of School Results

Notes:
1.   Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2.   Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
3.   The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Citizenship – Measure Details

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

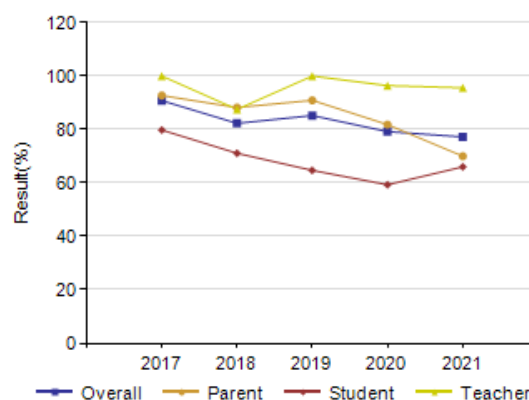|	School										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	138	90.8	113	82.3	92	85.2	87	79.2	95	77.2	n/a	n/a	n/a	2,995	84.9	2,848	84.5	3,337	86.3	2,670	87.5	2,577	86.8	299,972	83.7	253,727	83.0	265,614	82.9	264,413	83.3	230,843	83.2
Parent	22	92.7	22	88.2	11	90.9	11	81.8	10	70.0	n/a	n/a	n/a	280	84.0	243	83.2	310	86.5	309	89.3	335	84.0	32,863	82.7	35,482	81.7	35,247	81.9	36,891	82.4	30,905	81.4
Student	104	79.8	83	71.1	71	64.7	65	59.3	76	66.0	n/a	n/a	n/a	2,446	74.6	2,353	75.4	2,759	76.3	2,067	77.9	1,928	80.1	235,647	74.4	185,623	73.9	197,090	73.5	193,577	73.8	169,741	74.1
Teacher	12	100.0	8	87.5	10	100.0	11	96.4	9	95.6	n/a	n/a	n/a	269	96.3	252	94.8	268	96.1	294	95.4	314	96.1	31,462	94.0	32,622	93.4	33,277	93.2	33,945	93.6	30,197	94.1

Graph of School Results

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic.
3. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures in 2019/20. Caution should be used when interpreting trends over time.
4. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
5. Current and historical results were adjusted to reflect an update to the Alberta Education Assurance Measure reporting system.

Education Quality – Measure Details

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

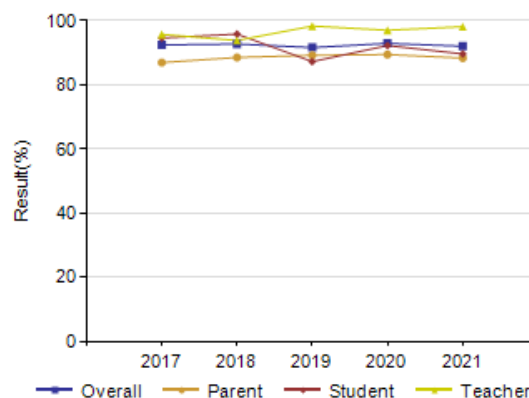|	School										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	138	92.4	113	92.7	92	91.6	87	92.9	94	92.0	n/a	n/a	n/a	3,004	89.6	2,852	89.6	3,343	90.8	2,678	92.3	2,572	91.0	300,253	90.1	254,026	90.0	265,841	90.2	264,623	90.3	230,814	89.6
Parent	22	86.9	22	88.5	11	89.2	11	89.4	10	88.3	n/a	n/a	n/a	280	85.1	243	84.9	310	86.7	309	90.2	335	87.7	32,880	86.4	35,499	86.0	35,262	86.4	36,907	86.7	31,024	86.7
Student	104	94.6	83	95.8	71	87.2	65	92.2	75	89.6	n/a	n/a	n/a	2,454	85.9	2,357	88.1	2,764	88.9	2,075	89.4	1,923	88.2	235,901	88.1	185,888	88.2	197,282	88.1	193,763	87.8	169,589	86.3
Teacher	12	95.7	8	93.8	10	98.3	11	97.0	9	98.1	n/a	n/a	n/a	270	97.6	252	95.8	269	96.8	294	97.2	314	97.1	31,472	95.9	32,639	95.8	33,297	96.1	33,953	96.4	30,201	95.7

Graph of School Results

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Parental Involvement – Measure Details

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

	School										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	34	88.7	28	88.3	21	89.1	22	89.3	19	79.9	n/a	n/a	n/a	545	84.7	489	81.5	573	86.6	601	88.6	648	82.7	63,905	81.2	67,509	81.2	68,116	81.3	70,377	81.8	60,919	79.5
Parent	22	82.4	20	76.5	11	78.2	11	80.4	10	62.0	n/a	n/a	n/a	277	78.0	237	75.4	305	79.3	307	84.2	334	74.0	32,505	73.9	34,998	73.4	34,944	73.6	36,556	73.9	30,886	72.2
Teacher	12	95.0	8	100.0	10	100.0	11	98.2	9	97.8	n/a	n/a	n/a	268	91.5	252	87.7	268	94.0	294	93.0	314	91.4	31,400	88.5	32,511	88.9	33,172	89.0	33,821	89.6	30,033	86.8

Graph of School Results

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

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

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

	School										Measure Evaluation			Authority											Province									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	95	83.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,579	90.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	231,091	87.8
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	10	81.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	335	89.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,980	88.2
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	76	68.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,930	83.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,900	79.8
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9	100.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	314	97.4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,211	95.3

Graph of School Results

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
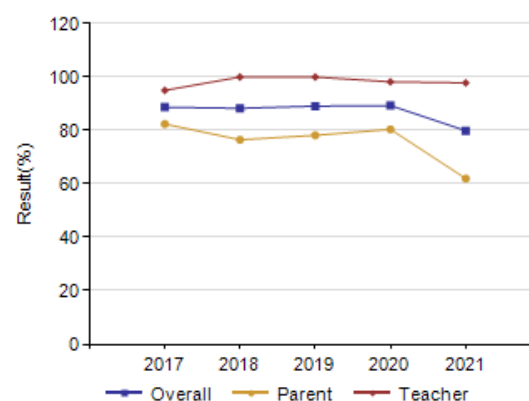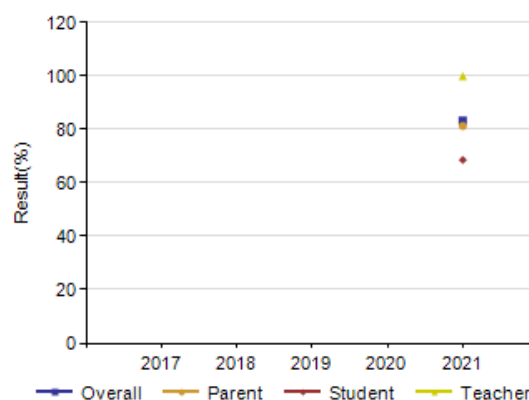
Access to Supports & Services – Measure Details

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

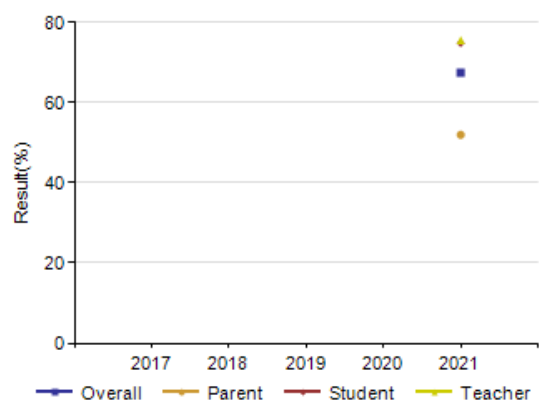|	School										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	95	67.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	2,576	85.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,761	82.6
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	10	52.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	335	82.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,936	78.9
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	76	74.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,927	85.4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,631	80.2
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9	75.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	314	89.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,194	88.7

Graph of School Results

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Supplemental Alberta Education Assurance Measures - Overall Summary

Measure	Timberlea Public School			Alberta			Measure Evaluation		
	Current Result	**Prev Year Result**	**Prev 3 Year Average**	**Current Result**	**Prev Year Result**	**Prev 3 Year Average**	**Achievement**	**Improvement**	**Overall**
Program of Studies	**71.2**	85.7	80.1	**81.9**	82.4	82.1	n/a	n/a	n/a
Safe and Caring	**88.1**	89.6	90.1	**90.0**	89.4	89.1	n/a	n/a	n/a
School Improvement	**80.4**	85.1	81.3	**81.4**	81.5	81.0	n/a	n/a	n/a
Work Preparation	**74.4**	83.3	88.1	**85.7**	84.1	83.2	n/a	n/a	n/a

Notes:

1.   Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2.   Only supplemental measures with Achievement standards are included in the Supplemental AEAMs – Overall Summary.
3.   Participation in the 2020/21 AEA survey was impacted by the COVID-19 pandemic. Evaluations have not been calculated as 2020/21 survey results are not comparable with other years.
4.   Participation in the Provincial Achievement Tests was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020. Caution should be used when interpreting trends over time.

Measure Evaluation Reference (Supplemental AEAMs)

Achievement Evaluation

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

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

Measure	Very Low	Low	Intermediate	High	Very High
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00

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

Improvement Table

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

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

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

Overall Evaluation Table

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

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

In-service Jurisdiction Needs– Measure Details

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

	School									Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021					2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	12	91.7	8	70.8	10	70.0	11	93.9	9	88.9	n/a	n/a	n/a	269	86.2	250	82.9	268	81.8	294	88.9	310	89.8	31,288	84.3	32,428	84.3	33,074	85.2	33,766	85.0	29,619	84.9
Teacher	12	91.7	8	70.8	10	70.0	11	93.9	9	88.9	n/a	n/a	n/a	269	86.2	250	82.9	268	81.8	294	88.9	310	89.8	31,288	84.3	32,428	84.3	33,074	85.2	33,766	85.0	29,619	84.9

Graph of School Results

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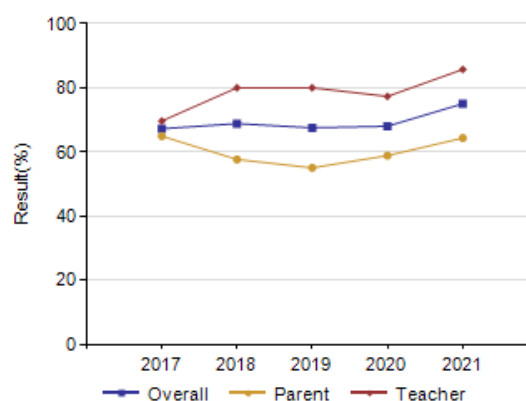
Lifelong Learning – Measure Details

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

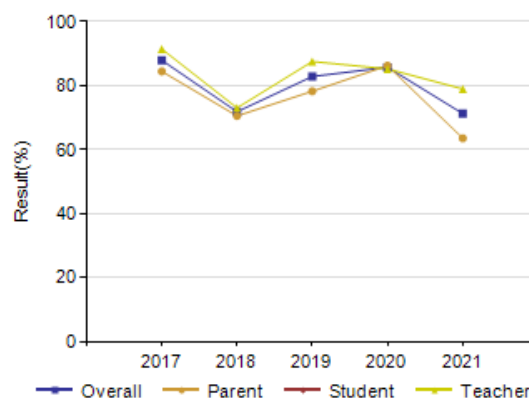|	School										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	33	67.2	28	68.8	21	67.5	20	68.0	19	75.0	n/a	n/a	n/a	533	73.2	475	73.1	566	75.2	590	79.0	626	86.6	62,589	71.0	66,144	70.9	66,943	71.4	69,182	72.6	59,478	82.1
Parent	21	64.9	20	57.6	11	55.0	9	58.8	10	64.3	n/a	n/a	n/a	267	63.1	225	61.7	298	65.3	297	71.9	318	79.1	31,326	64.8	33,714	64.0	33,876	64.0	35,454	64.6	29,693	75.3
Teacher	12	69.6	8	80.0	10	80.0	11	77.3	9	85.7	n/a	n/a	n/a	266	83.3	250	84.6	268	85.0	293	86.2	308	94.2	31,263	77.3	32,430	77.8	33,067	78.8	33,728	80.6	29,785	88.9

Graph of School Results

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

Program of Studies – Measure Details

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

	School										Measure Evaluation			Authority											Province										
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	34	87.9	30	71.8	21	82.8	22	85.7	19	71.2	n/a	n/a	n/a	2,069	84.1	1,939	83.3	2,183	86.3	1,716	85.4	1,646	85.2	207,304	81.9	175,907	81.8	181,846	82.2	184,393	82.4	157,680	81.9
Parent	22	84.4	22	70.5	11	78.2	11	86.2	10	63.5	n/a	n/a	n/a	280	82.7	243	77.8	310	84.9	309	85.5	334	82.6	32,874	80.1	35,489	79.9	35,252	80.1	36,901	80.1	30,817	81.7
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,519	79.9	1,444	82.6	1,604	83.8	1,113	82.1	998	82.8	142,957	77.7	107,780	77.2	113,304	77.4	113,541	77.8	96,676	74.9
Teacher	12	91.4	8	73.0	10	87.5	11	85.2	9	78.9	n/a	n/a	n/a	270	89.7	252	89.5	269	90.1	294	88.8	314	90.3	31,473	88.0	32,638	88.4	33,290	89.1	33,951	89.3	30,187	89.2

Graph of School Results

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Program of Studies - At Risk Students – Measure Details

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.

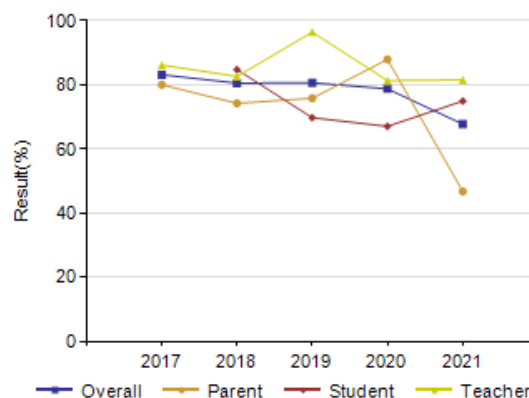|	School										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	34	83.1	113	80.5	91	80.6	87	78.7	95	67.7	n/a	n/a	n/a	548	88.3	2,843	85.4	3,332	88.4	2,669	89.1	2,576	86.3	160,737	84.9	253,515	84.2	265,362	84.7	264,165	84.9	230,686	82.7
Parent	22	80.0	22	74.2	11	75.8	11	87.9	10	46.7	n/a	n/a	n/a	279	81.4	240	79.1	310	83.2	308	85.6	335	80.8	32,800	77.2	35,439	77.0	35,184	77.8	36,846	78.1	30,874	76.7
Student	n/a	n/a	83	84.7	70	69.7	65	67.0	76	74.9	n/a	n/a	n/a	n/a	n/a	2,351	84.1	2,754	85.2	2,068	85.9	1,927	85.4	96,489	83.4	185,470	81.7	196,933	81.9	193,409	82.2	169,631	80.2
Teacher	12	86.1	8	82.6	10	96.4	11	81.3	9	81.5	n/a	n/a	n/a	269	95.1	252	92.9	268	96.7	293	95.7	314	92.7	31,448	94.1	32,606	94.0	33,245	94.5	33,910	94.4	30,181	91.2

Graph of School Results
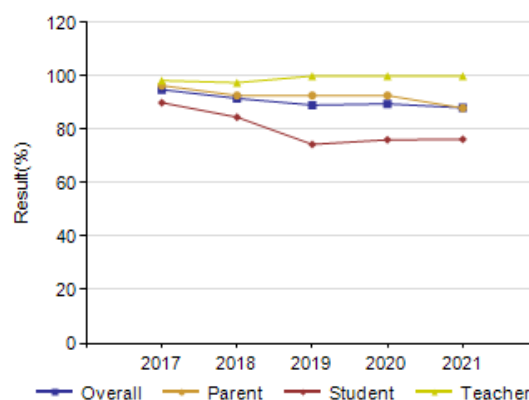
Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Safe and Caring – Measure Details

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

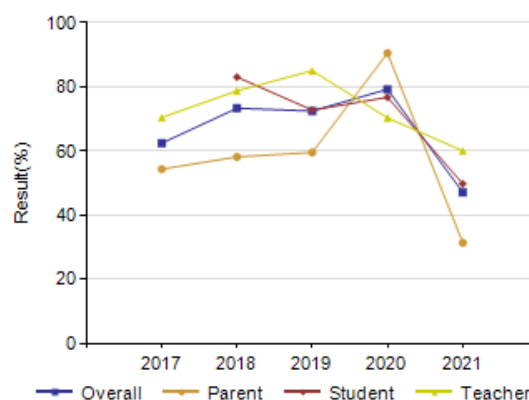|	School									Measure Evaluation			Authority											Province									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	136	94.9	113	91.6	92	89.1	87	89.6	95	88.1	n/a	n/a	n/a	2,986	90.6	2,845	89.9	3,332	91.3	2,670	92.6	2,579	92.0	299,627	89.5	253,494	89.0	265,382	89.0	264,204	89.4	230,987	90.0
Parent	22	96.4	22	92.7	11	92.7	11	92.7	10	88.0	n/a	n/a	n/a	279	90.8	243	90.2	310	92.1	309	94.6	335	91.4	32,868	89.9	35,486	89.4	35,247	89.7	36,899	90.2	30,969	90.5
Student	102	90.0	83	84.6	71	74.4	65	76.1	76	76.3	n/a	n/a	n/a	2,438	83.5	2,350	84.5	2,754	85.1	2,067	85.3	1,930	87.0	235,302	83.3	185,384	82.5	196,856	82.3	193,364	82.6	169,813	84.0
Teacher	12	98.3	8	97.5	10	100.0	11	100.0	9	100.0	n/a	n/a	n/a	269	97.5	252	95.1	268	96.9	294	97.9	314	97.7	31,457	95.3	32,624	95.0	33,279	95.1	33,941	95.3	30,205	95.4

Graph of School Results

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Satisfaction with Program Access – Measure Details

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

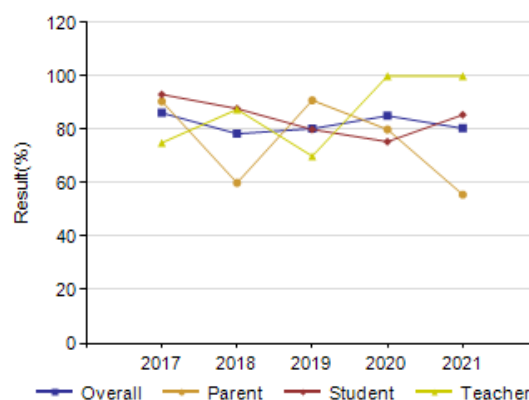		School 2017		2018		2019		2020		2021		Measure Evaluation			Authority 2017		2018		2019		2020		2021		Province 2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	34	62.4	111	73.3	91	72.4	86	79.2	93	47.0	n/a	n/a	n/a	541	70.5	2,828	75.5	3,318	76.8	2,660	81.9	2,555	79.5	159,543	73.2	251,836	72.8	263,978	73.1	262,662	75.2	228,281	71.8
Parent	22	54.3	20	58.1	11	59.5	10	90.5	9	31.3	n/a	n/a	n/a	272	61.5	230	62.6	300	65.3	300	78.5	318	74.1	31,898	61.6	34,350	61.2	34,371	61.1	35,963	68.4	29,417	65.7
Student	n/a	n/a	83	83.0	70	72.7	65	76.7	75	49.7	n/a	n/a	n/a	n/a	n/a	2,348	82.6	2,750	83.0	2,066	84.5	1,925	82.3	96,258	80.0	184,949	78.9	196,411	78.8	192,861	79.0	168,839	71.9
Teacher	12	70.4	8	78.7	10	85.0	11	70.3	9	60.0	n/a	n/a	n/a	269	79.4	250	81.2	268	82.2	294	82.8	312	82.1	31,387	78.1	32,537	78.3	33,196	79.3	33,838	78.1	30,025	77.8

Graph of School Results

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

School Improvement – Measure Details

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

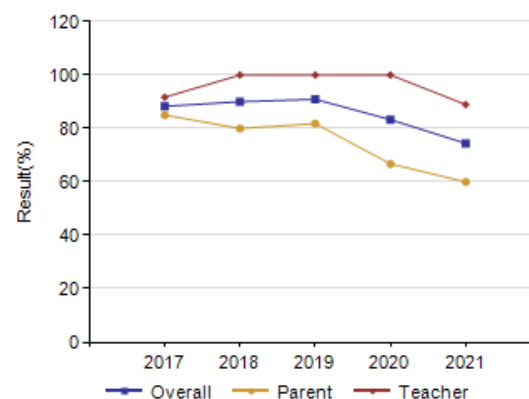|	School										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	135	86.2	110	78.4	91	80.3	86	85.1	94	80.4	n/a	n/a	n/a	2,972	82.4	2,823	81.6	3,320	83.3	2,657	86.8	2,511	85.5	297,632	81.4	251,246	80.3	263,364	81.0	262,079	81.5	224,041	81.4
Parent	21	90.5	20	60.0	11	90.9	10	80.0	9	55.6	n/a	n/a	n/a	272	79.0	230	78.3	303	80.5	299	86.0	303	83.5	31,845	80.8	34,237	79.3	34,159	80.3	35,896	80.0	28,016	81.7
Student	102	93.1	82	87.8	70	80.0	65	75.4	76	85.5	n/a	n/a	n/a	2,437	82.8	2,346	83.8	2,753	83.5	2,065	85.8	1,918	86.1	234,964	81.1	185,106	80.2	196,592	79.4	192,917	79.6	167,992	79.1
Teacher	12	75.0	8	87.5	10	70.0	11	100.0	9	100.0	n/a	n/a	n/a	263	85.2	247	82.6	264	86.0	293	88.7	290	86.9	30,823	82.2	31,903	81.5	32,613	83.4	33,266	85.0	28,033	83.4

Graph of School Results

Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
3. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Work Preparation – Measure Details

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

	School										Measure Evaluation			Authority										Province									
	2017		2018		2019		2020		2021		Achievement	Improvement	Overall	2017		2018		2019		2020		2021		2017		2018		2019		2020		2021	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	32	88.3	28	90.0	21	90.9	20	83.3	19	74.4	n/a	n/a	n/a	523	84.5	473	83.9	558	86.8	584	89.4	611	87.1	61,674	82.7	65,186	82.4	66,088	83.0	68,221	84.1	58,109	85.7
Parent	20	85.0	20	80.0	11	81.8	9	66.7	10	60.0	n/a	n/a	n/a	260	75.0	225	73.8	292	77.1	293	83.6	308	78.9	30,828	75.1	33,176	74.6	33,423	75.2	34,944	76.0	28,862	77.8
Teacher	12	91.7	8	100.0	10	100.0	11	100.0	9	88.9	n/a	n/a	n/a	263	93.9	248	94.0	266	96.6	291	95.2	303	95.4	30,846	90.4	32,010	90.3	32,665	90.8	33,277	92.2	29,247	93.7

Graph of School Results

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