

Section 3: Performance Measure Results and other Quantitative Data

Accountability Pillar Overall Summary - Jurisdiction Report

Measure Category Evaluation	Measure	PHPS Results			Alberta Results			Measure Evaluation		
		Current	Prev Yr	3 yr Ave	Current	Prev Yr	3 yr Ave	Achievement	Improvement	Overall
Safe & Caring	Safe and Caring	85.6	89.1	87.8	89.0	89.5	89.4	High	Declined	Acceptable
Student Learning Opportunities	Program of Studies	78.6	78.9	78.1	81.8	81.9	81.7	High	Maintained	Good
	Education Quality	90.1	90.2	89.8	90.0	90.1	89.9	Very High	Maintained	Excellent
	Drop Out Rate	3.5	5.3	4.5	2.3	3.0	3.3	High	Improved Significantly	Good
	HS Completion Rate (3yr)	78.2	72.6	72.7	78.0	78.0	77.0	High	Improved	Good
Student Learning Achievement (Grades K-9)	<i>PAT: Acceptable</i>	70.0	67.4	69.2	73.6	73.4	73.3	Low	Maintained	Issue
	<i>PAT: Excellence</i>	11.9	12.7	12.8	19.9	19.5	19.2	Low	Maintained	Issue
Student Learning Achievement (Grades 10-12)	<i>Diploma: Acceptable</i>	86.0	83.2	83.9	83.7	83.0	83.0	High	Improved	Good
	<i>Diploma: Excellence</i>	23.5	20.4	19.4	24.2	22.2	21.7	Very High	Improved Significantly	Excellent
	Diploma Exam (4+ Exams)	42.5	41.9	42.8	55.7	54.9	54.7	Low	Maintained	Issue
	Rutherford Eligibility Rate	67.7	67.4	66.3	63.4	62.3	61.5	n/a	Improved	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6yr)	58.2	48.9	54.2	58.7	57.9	59.0	High	Improved	Good
	Work Preparation	83.7	83.1	80.9	82.4	82.7	82.4	High	Maintained	Good
	Citizenship	77.1	82.1	80.8	83.0	83.7	83.7	Intermediate	Declined Significantly	Issue
Involvement	Parental Involvement	78.5	77.7	77.5	81.2	81.2	81.0	High	Maintained	Good
Improvement	School Improvement	77.6	77.8	78.5	80.3	81.4	80.7	High	Maintained	Good

Accountability Pillar Overall Summary - FNMI Report

Measure Category Evaluation	Measure	PHPS Results			Alberta Results			Measure Evaluation		
		Current	Prev Yr	3 yr Ave	Current	Prev Yr	3 yr Ave	Achievement	Improvement	Overall
Safe & Caring	Safe and Caring	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student Learning Opportunities	Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Drop Out Rate	6.2	6.6	7.4	4.8	5.8	6.3	Intermediate	Maintained	Acceptable
	HS Completion Rate (3yr)	67.9	66.9	55.3	53.3	53.7	50.5	Intermediate	Improved	Good
Student Learning Achievement (Grades K-9)	PAT: Acceptable	70.1	58.6	65.7	51.7	51.7	52.0	Low	Maintained	Issue
	PAT: Excellence	10.9	8.4	8.3	6.6	6.7	6.5	Low	Maintained	Issue
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	84.5	79.6	81.9	77.1	77.1	76.6	Intermediate	Maintained	Acceptable
	Diploma: Excellence	13.4	8.7	11.7	11.0	10.7	10.3	Intermediate	Maintained	Acceptable
	Diploma Exam (4+ Exams)	28.7	23.4	18.9	24.4	21.8	21.2	Very Low	Improved	Issue
	Rutherford Eligibility Rate	40.5	50.0	50.0	35.9	34.2	33.0	n/a	Declined	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6yr)	51.5	23.4	29.9	33.0	31.8	32.8	Intermediate	Improved	Good
	Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Involvement	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Improvement	School Improvement	n/a	n/a	n/a	n/a	n/a	n/a		n/a	

Notes:

- Current and historical 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 PASI, historical Rutherford Scholarship Eligibility Rate results are not available.
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.

OUTCOME ONE: Alberta Students are successful.

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Accountability Pillar Measures:

1.1 PAT Acceptable and Excellence Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard, and the percentage who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).

(APORI Data. October COHORT RESULTS - jurisdiction)

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
N	602	648	626	607	623	614	688
Acceptable Standard %	70.7%	70.7%	73.1%	71.2%	69.1%	67.4%	70.0%
Standard of Excellence %	14.1%	13.5%	13.6%	14.0%	11.9%	12.7%	11.9%

Link to: [Jurisdiction Provincial Achievement Tests Multiyear Reports - All Subjects](#)

bit.ly/PAT_Multiyear_Results

1.2 PDE Acceptable and Excellence Overall percentage of students who achieved the acceptable standard, and overall percentage of students who achieved the standard of excellence on Diploma examinations (overall results).

(APORI Data. October Exam Results by Students Writing - jurisdiction)

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
N	349	319	828	786	966	1134	1003
Acceptable Standard %	78.6%	84.4%	84.4%	84.9%	83.6%	83.2%	86.0%
Standard of Excellence %	10.3%	15.2%	19.7%	19.5%	18.3%	20.4%	23.5%

Link to: [Jurisdiction Provincial Diploma Exam Multiyear Reports - All Subjects](#)

bit.ly/DPE_Multiyear_Results

1.3 High School Completion Rate High school completion rate of students within three years of entering Grade 10.

(APORI Data, comes in May, and is one year delayed).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3 Year	75.9%	74.0%	72.7%	73.6%	71.8%	72.6%	78.2%
4 Year	76.1%	79.4%	78.6%	75.6%	78.5%	76.6%	79.8%
5 Year	77.1%	79.8%	82.5%	80.2%	76.9%	80.5%	79.2%

1.4 Drop Out rate Annual dropout rate of students aged 14 to 18.

(APORI Data, comes in May, and is one year delayed).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Overall	5.9%	6.9%	4.4%	4.6%	3.6%	5.3%	3.5

1.5 Transition Rate (6 yr) High school to post-secondary transition rate of students within six years of entering Grade 10.

(APORI Data, comes in May, and is one year delayed).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
4 year	30.3%	38.0%	32.5%	36.8%	39.1%	32.8%	34.9%
6 Year	52.2%	52.5 %	52.5%	57.3%	56.3%	48.9%	58.2%

1.6 Rutherford Scholarship Rate (Revised) Percentage of Grade 12 students eligible for a Rutherford Scholarship.

(APORI Data, comes in May, and is one year delayed).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Percentage	60.9%	63.6%	63.9%	64.1%	65.2%	67.4%	67.7%

1.7 Diploma Exam Participation Rate (4+ Exams) Percentage of students writing four or more Diploma Exams within three years of entering Grade 10.

(APORI Data, comes in May, and is one year delayed).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Percentage	48.2%	47.1%	39.7%	46.5%	40.1%	41.9%	42.5%

1.8 Citizenship Overall teacher, parent and student agreement that students model the characteristics of active citizenship.

(APORI Data, comes in May).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall	80.7%	80.1%	81.5%	79.4%	81.0%	82.1%	77.1%
Parents	78.7%	78.1%	80.2%	77.8%	80.2%	82.4%	75.1%
Students	72.5%	73.8%	71.1%	69.5%	70.2%	71.2%	65.9%
Teachers	90.8%	88.4%	93.3%	90.9%	92.6%	92.8%	90.4%

1.9 Work Preparation Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.

(APORI Data, comes in May).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall	81.7%	77.9%	80.5%	81.5%	78.0%	83.1%	83.7%
Parents	74.4%	70.6%	73.3%	74.9%	67.3%	73.2%	81.0%
Teachers	88.9%	85.1%	87.7%	88.1%	88.6%	92.9%	86.3%

Jurisdiction Measures:

1.10 Grade 9 cohort results at the acceptable standard in Mathematics (incl vv).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Percentage at Acceptable	60.3	64.8	62.8	59.3	58.3	55.1	49.4
Percentage at Excellence	14.3	15.5	16.2	8.9	7.1	8.0	7.5

1.11 Percentage of Full Time Equivalent assigned by each school to address a guidance program that includes career, educational and personal counseling.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Percent	7.35	7.2	7.9	7.5	7.8	7.3	8.6

1.12 Number and Percentage of students (in grades 7-12) on honor rolls (based on Rutherford criteria).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number	-	-	-	-	418	473	378
Percent	27.4%	27.0%	25.5%	31.0%	24%	27%	2%

1.13 Number and Percentage of students (grade 10-12) qualifying for provincial extracurricular events.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number	111	109	126	110	91	116	79
Percent	11.7%	12.2%	14.1%	13.2%	10.1%	13.3%	9.3%

1.14 PHPS Satisfaction survey: Percentage of parents, staff and students satisfied with behavior expectations at their school.

Parents: I am satisfied with the behavior expectations at my child(ren)'s school.

Students: I think the rules in my school are fair.

Staff: My school is effective in its approach to student discipline.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	93.4%	94.2%	92.3%	92.6%	92.2%	93.4%	91.8%
Students	83.2%	78.9%	77.8%	78.8%	80.1%	76.2%	77.4%
Staff	88.0%	81.0%	84.2%	84.2%	72.1%	82.7%	76.2%

1.15 Number of service projects/groups facilitated by the school in which students participated.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number	123	101	116	103	114	133	120

1.16 Number and Percentage of students involved with or who participated in service projects.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number	3538	2469	3429	3858	3882	3807	3710
Percent	99.1%	99.9%	98.8%	97.8%	99.8%	98.3%	97.5%

1.17 Number and Percentage of students grade 7-12 who received citizenship awards (including the PHPS award to students in grade 9 and 12).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number	74	43	59	78	124	47	23
Percent	4.1%	2.0%	3%	5%	7%	3%	1%

1.18 Online school-career planning software usage metrics (myblueprint.ca) (grades 7-12).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number of Logins per school year (Career binders until 2011)	No data	No data	1483	1919	758	692	2619

1.19 Number and Percentage of grade 7-12 students participating in sessions for students on career decision-making.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number	-	-	-	-	1248	1655	1381
Percent	81.4%	72%	64.6%	58.4%	70.9%	95.3%	81.5%

1.20 Number of parents participating in sessions for students on career decision-making.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number	230	188	219	227	266	260	211

1.21 Number and Percentage of grade 10-12 students earning (3 or more) credits through Work Experience, RAP, Green Certificate programs and local programs such as Petroleum Field Operators program.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number	-	-	-	-	341	194	185
Percent	63.8%	51.3%	25%	22%	38%	22%	22%

1.22 Number and percentage of community school students (g. 10-12) taking advantage of alternate delivery methods.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number	-	-	-	-	470	523	491
Percent	61.0%	48%	61.9%	49.8%	52.3%	60.0%	57.6%

OUTCOME TWO: Alberta's education system supports First Nations, Métis and Inuit students' success.

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Accountability Pillar Measures:

2.1 PAT Acceptable and Excellence Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard, and the percentage self-identified FNMI students who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).

(APORI Data, comes in October).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Acceptable (%)	64.4	64.7	68.0	75.2	63.2	58.6	70.1
Excellence (%)	9.7	8.6	12.6	10.3	6.3	8.4	10.9

2.2 PDE Acceptable and Excellence Overall percentage of self-identified FNMI students who achieved the acceptable standard, and overall percentage of self-identified FNMI students who achieved the standard of excellence on Diploma examinations (overall results).

(APORI Data, comes in October).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Acceptable (%)	65.2	86.1	72.4	84.4	82.9	79.6	84.5
Excellence (%)	1.5	8.3	11.8	10.9	13.2	8.7	13.4

2.3 High School Completion Rate High school completion rate of self-identified FNMI students within three years of entering Grade 10.

(APORI Data, comes in May, and is one year delayed).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
3 Year	52.0%	57.4%	48.6%	61.4%	37.8%	66.9%	67.9%
4 Year	43.2%	54.8%	60.3%	57.0%	71.4%	45.4%	64.5%
5 Year	48.5%	49.1%	54.2%	62.3%	55.1%	74.4%	53.2%

2.4 Drop Out rate Annual dropout rate of self-identified FNMI students aged 14 to 18.

(APORI Data, comes in May, and is one year delayed).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Overall	15.1%	8.0%	7.8%	10.3%	4.9%	6.6%	6.2%

2.5 Transition Rate (6 yr) High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.

(APORI Data, comes in May, and is one year delayed).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
4 year	14.4%	14.7%	13.6%	12.5%	34.5%	7.7%	29.1%
6 Year	39.6%	32.4%	33.9%	28.0%	38.4%	23.4%	51.5%

2.6 Rutherford Scholarship Rate (Revised) Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.

(APORI Data, comes in May, and is one year delayed).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Percentage	35.7%	54.1%	38.3%	51.2%	50.0%	50.0%	40.5%

2.7 Diploma Exam Participation Rate (4+ Exams) Percentage of self-identified FNMI students writing four or more Diploma Exams within three years of entering Grade 10.

(APORI Data, comes in May, and is one year delayed).

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Percentage	36.4%	35.5%	11.2%	21.3%	11.8%	23.4%	28.7%

OUTCOME THREE: Alberta’s education system respects diversity and promotes inclusion.

Accountability Pillar Measures:

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

(APORI Data, comes in May).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall	87.7%	87.2%	87.5%	86.0%	88.5%	89.1%	85.6%
Parents	87.0%	85.3%	87.1%	87.0%	90.5%	91.5%	85.3%
Students	82.1%	82.9%	79.7%	78.5%	81.2%	81.0%	76.3%
Teachers	93.8%	93.6%	95.6%	92.4%	93.8%	94.7%	95.2%

3.2 PHPS Satisfaction survey: Percentages of parents, staff and students satisfied that their school is safe and caring.

Parents: My children’s school is safe and caring.

Students: My School is safe and caring.

Staff: Our school is safe and caring.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	96.2%	96.9%	96.6%	97.2%	97.9%	98.1%	97.3%
Students	91.3%	89.4%	87.9%	97.4%	91.5%	87.9%	98.0%
Staff	97.5%	96.4%	96.5%	95.4%	92.6%	95.7%	95.4%

3.3 PHPS Satisfaction survey: Rate at which parents, students and teachers responded positively on the group of Character Education questions.

“People in our school are interested in how students (I) feel.” “Students help others even if they (we) are not friends.” “People say good things about our students.” Students (I) take part in service projects.” “My children (students) (I) feel safe in all areas of our school.” My children (students) (I) encourage others to follow rules.”

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	93.4%	93.4%	93.5%	93.1%	92.1%	94.0%	93.9%
Students	90.6%	88.4%	91.3%	88.8%	82.8%	81.1%	81.3%
Staff	90.6%	88.4%	91.3%	88.8%	85.5%	88.2%	89.3%

3.4 At Risk Students: Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely. (This measure added to jurisdiction plan in 2016.)

(APORI Data, comes in May).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall	85.3%	85.1%	83.2%	84.5%	84.6%	84.5%	84.7%
Parents	77.9%	78.1%	75.0%	80.3%	77.4%	78.8%	81.9%
Students	83.4%	84.5%	81.0%	80.7%	81.8%	81.7%	78.8%
Teachers	94.5%	92.8%	93.8%	92.5%	94.6%	92.9%	93.5%

3.5 Modified in 2016 to: Ratio of students in Response to Intervention levels.

Percentages		2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2017-2018
Level 6		0.8	1.1	1.2	1.5	1.8	2.2
Level 5		1.6	1.8	1.7	2.0	2.5	2.8
Level 4		3.1	3.2	3.3	3.8	4.4	5.1
Level 3		5.4	5.2	5.6	6.7	7.1	8.3
Level 2		9.0	8.0	8.4	8.2	7.0	11.0
Level 1		80.2	80.6	79.7	77.9	77.2	70.5

3.6 Number of coded students who graduate (code 41 to 46).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number	50/52	25/41	32	45	*9 of 16	20 of 22	4 of 8

*As of 2016, we did not include students coded with codes 51 - 59 in this total.

OUTCOME FOUR: Alberta has excellent teachers, school and school authority leaders.

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Accountability Pillar Measures:

4.1 Program of Studies Overall teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, and health and physical education.

(APORI Data, comes in May).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall	79.6%	78.2%	77.8%	77.6%	77.8%	78.9%	78.6%
Parents	78.9%	76.5%	78.7%	78.1%	77.1%	79.8%	79.3%
Students	75.3%	74.6%	72.1%	70.2%	73.1%	73.4%	72.9%
Teachers	84.6%	83.6%	82.5%	84.4%	83.2%	83.2%	83.8%

Jurisdiction Measures:

4.2 (ACOL Measure – In-service Jurisdiction Needs) Percentages 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.

(APORI Data, comes in May).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Teachers	83.7%	78.6%	80.4%	80.2%	82.3%	80.0%	76.8%

4.3 PHPS Satisfaction survey: Percentage of parents satisfied with the range of programs classes offered at the school.

Parents: I am satisfied with the range of classes and programs my school provides.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	91.5%	90.0%	90.0%	91.6%	89.2%	90.7%	91.0%

4.4 PHPS Satisfaction survey: Percentage of students (gr 10-12) satisfied with opportunities to choose high school courses and programs.

Students: I have opportunities to choose from a variety of high school courses and/or programs.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Students	93.6%	93.2%	90.3%	90.7%	92.9%	89.2%	90.2%

4.5 PHPS Satisfaction survey: Percentage of parents, teachers and students satisfied that teachers challenge students to do their best.

Parents: My children’s teachers at my school challenge students to do their best.

Students: Teachers at my school challenge me to do my best.

Staff: Teachers at my school challenge students to do their best.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	93.2%	93.4%	93.8%	93.5%	93.4%	93.3%	93.1%
Students	97.9%	98.5%	97.8%	96.8%	91.6%	90.2%	91.7%
Staff	93.0%	91.8%	91.9%	90.9%	96.4%	96.2%	96.2%

4.6 PHPS Satisfaction survey: Percentage of parents and students satisfied with their teachers.

Parents: I am satisfied with my (children’s) teachers.

Students: I am satisfied with my teachers.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	91.5%	92.6%	92.6%	92.5%	90.7%	92.6%	92.1%
Students	86.7%	87.4%	86.8%	85.7%	88.0%	84.7%	87.8%

4.7 PHPS Satisfaction survey: Percentage of parents, teachers and students satisfied with the performance of their school administrators.

Parents: I am satisfied with the administration at my school.

Students: I am satisfied with my school’s principals.

Staff: I am satisfied with the administration at my school.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	92.2%	93.8%	94.2%	93.5%	92.1%	91.0%	No data
Students	94.2%	89.0%	88.1%	90.6%	80.5%	79.2%	83.5%
Staff	89.6%	84.5%	83.5%	81.2%	83.0%	88.0%	85.5%

4.8 PHPS Satisfaction survey: Percentage of parents, teachers and students surveyed who are satisfied with the opportunity to use computers for learning.

Parents: My child (ren) is/are using technology tools and resources in his/her/their learning.

Students: I am satisfied with opportunities to use technology tools and resources (including computers) (modified Feb 2015) for learning.

Staff: I infuse technology tools and resources (modified Feb 2015) into my instruction.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	92.6%	95.4%	95.9%	95.0%	97.9%	98.4%	98.0%
Students	78.7%	75.2%	84.2%	98.1%	92.7%	91.5%	94.6%
Staff	86.8%	89.3%	90.5%	88.0%	96.7%	95.2%	97.8%

4.9 The number of staff requests for resources and services through Learning Technology Services as monitored by the LTS department. (Number of service and resource requests met)

Number by area	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
SCHOOLS	1549	1503	1261	1060	1367	1092	1315
ADLC	27	24	0	1	2	0	6569
REGIONAL OFFICE	227	362	657	899	818	647	630
OTHERS	136	146	92	74	75	13	109
TOTAL	1939	2035	2010	2034	2262	1752	8623

4.10 Annual student to computer ratio overall, and by jurisdiction, of computers within each school.

Ratio by school	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
BC	2.29	1.61	1.52	1.44	1.26	1.16	0.98
BE	3.31	2.93	2.48	2.59	2.39	1.64	1.93
BU	1.2	1.16	1.16	1.44	.93	1.01	0.68
DU	0.87	0.53	0.61	0.69	.45	0.89	0.98
EH	2.35	1.12	0.74	0.58	.6	0.55	0.72
FA	1.13	0.63	0.6	0.79	.54	0.87	1.00
NP	3.3	1.93	1.85	1.24	.97	1.03	1.23
PN	1.96	1.87	1.0	1.65	1.25	0.64	0.80
RF	2.68	1.93	2.01	0.81	.77	0.81	0.71
SH	1.44	1.28	0.95	1.04	.85	0.78	0.98
WE	3.87	2.33	1.62	1.98	1.65	1.34	1.61
Average	2.19	1.66	1.41	1.21	1.1	1.02	1.00

4.11 Average age of computers in schools.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Average for all:	2.81	1.58	1.72	1.3	1.99	2.15	2.19

Jurisdiction Outcome 4-A

PHPS learning environments are varied, flexible and predictive of students' diverse learning needs and exemplify balanced, evidence based assessments that inform instruction.

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Jurisdiction Measures:

4-A.1 PHPS Satisfaction survey: [Assessment and Feedback](#). Percentage of parents and students satisfied with the communication they get about progress and achievement. Percentage of teachers who report prevalent application of evidentiary assessments and feedback for scaffolding subsequent learning.

Parents: I am satisfied with the communication I get about my children's achievement at school.

Students: My teacher tells me how I am doing in my classes.

Teachers (1): I design and/or use assessments to generate evidence of what students have and have not yet learned. (All, most or some of the time, do not count 'rarely').

Teachers(2): I provide students with meaningful feedback and provide necessary scaffolding to help them to improve. (All, most or some of the time, do not count 'rarely').

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	86.0%	84.7%	85.7%	84.0%	84.6%	85.1%	84.8%
Students	88.6%	87.4%	88.2%	86.9%	86.0%	86.3%	84.6%
Teachers (1)	-	-	-	New 2015	93.4%	98.2%	98.3%
Teachers (2)	-	-	-	New 2015	96.7%	97.6%	97.2%

4-A.2 PHPS Satisfaction survey: [Active Professional Learning Community](#). Percentage of staff agreeing that their principal and or vice principal regularly observes student learning in their classes, and the rate at which students feel their principal and or vice principal knows what is happening in their classes.

Students: My principal knows what is happening in my classes.

Teachers: My principal or vice principal regularly observes student learning in my classroom.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Students	75.10%	76.00%	82.70%	78.40%	70.9%	71.4%	73.6%
Teachers	77.60%	75.90%	73.50%	72.40%	75.1%	72.1%	69.7%

4-A.3 PHPS Satisfaction survey: Clarity of Learning Goals. The degree of prevalence at which teachers clarify lesson goals and attempt to predict the variance of students’ skills, knowledge and previous understanding.

Teachers (1): I make sure that students know how each day’s lessons or activities connect to the learning goals. (‘All’, ‘Most’ or ‘Some’ of the time, do not count ‘Rarely’).

Teachers (2): I use more than one medium to present new information; I clarify content vocabulary; and I attempt to connect students’ background knowledge. (‘All’, ‘Most’ or ‘Some’ of the time, do not count ‘Rarely’).

Students: Which of the following describes you best? (Collate the ‘always or usually’ responses).

- I ALWAYS know what I am supposed to learn in my classes.
- I USUALLY know what I am supposed to learn in my classes.
- I’m OFTEN CONFUSED about what I’m supposed to learn.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Teachers (1)	-	-	-	New 2015	88.5%	97.0%	94.4%
Teachers (2)	-	-	-	New 2015	96.7%	97.6%	98.9%
Students	-	-	-	New 2015	90.3%	89.0%	89.8%

4-A.4 PHPS Satisfaction survey: Response to diversity of student needs. Percentage of students who are satisfied that their teachers know them as individuals and know what they need as learners. Also, the prevalence of teacher practice wherein they offer students choices from a range of difficulty and complexity.

Students: My teachers know ME. My teachers know what I need to learn next, even if it’s different than someone else.

Teachers: I give students work that ranges in difficulty and complexity. (‘All’, ‘Most’ or ‘Some’ of the time, do not count ‘Rarely’).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Students	-	-	-	New 2015	76.3%	74.3%	74.5%
Teachers	-	-	-	New 2015	94.5%	97.6%	98.3%

4-A.5 PHPS Satisfaction survey: Meeting learning needs. Percentage of parents agreeing that their children appear confident about what they are learning at school.

Parents: Rather than confused or frustrated, my children appear confident about what they are learning at school.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	-	-	-	New 2015	87.3%	86.5%	87.6%

OUTCOME FIVE: The education system is well governed and managed.

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Accountability Pillar Measures:

5.1 Parental Involvement: Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.

(APORI Data, comes in May).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall	80.5%	79.0%	76.6%	78.6%	76.2%	77.7%	78.5%
Parents	69.8%	72.2%	67.9%	70.8%	69.4%	71.7%	72.1%
Teachers	88.3%	88.1%	85.2%	86.5%	82.6%	83.8%	84.9%

5.2 School Improvement: Overall 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.

(APORI Data, comes in May).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall	81.1%	81.9%	80.3%	77.4%	80.2%	77.8%	77.6%
Parents	77.4%	79.4%	77.8%	75.7%	78.1%	75.0%	77.9%
Students	82.6%	83.1%	79.8%	78.0%	81.6%	80.9%	74.0%
Teachers	83.2%	83.2%	83.3%	78.6%	80.9%	77.5%	81.1%

5.3 Education Quality: Overall teacher, parent and student satisfaction with the overall quality of basic education.

(APORI Data, comes in May).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall	90.2%	90.1%	89.5%	89.7%	89.6%	90.2%	90.1%
Parents	86.6%	84.4%	84.8%	86.6%	86.0%	87.1%	88.8%
Student	88.3%	89.8%	87.5%	86.8%	87.2%	88.5%	85.8%
Teachers	95.6%	95.9%	96.1%	95.6%	95.6%	95.0%	95.7%

Jurisdiction Measures:

5.4 (ACOL Measure – Satisfaction with Program Access) Percentage of teachers, parents and students satisfied with the accessibility, effectiveness and efficiency of programs and services for students in their community. (APORI Data, comes in May).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Overall	74.6%	72.7%	73.2%	72.8%	74.5%	75.1%	75.8%
Parents	62.5%	59.7%	60.9%	64.7%	63.2%	65.1%	67.7%
Students	81.0%	80.9%	79.5%	79.1%	80.5%	80.6%	78.7%
Teachers	80.4%	77.4%	79.3%	74.6%	79.8%	79.5%	81.1%

5.5 PHPS Satisfaction survey: Percentage of parents, teachers and students satisfied with the overall quality of education the school provides.

Parents: I am satisfied with the overall quality of education my children receive.

Students: I am satisfied with the overall quality of education I am receiving.

Staff: I am satisfied with the overall quality of education my school provides.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	90.6%	92.5%	91.5%	91.2%	92.3%	92.0%	93.0%
Students	90.7%	88.9%	89.5%	88.4%	90.0%	87.9%	89.2%
Staff	94.2%	96.7%	97.4%	94.8%	93.6%	93.8%	95.2%

5.6 PHPS Satisfaction survey: Percentage of parents, teachers and students who give their school of “excellent”, “proficient” or “acceptable”.

Parents: I would give my children’s school a grade of ...

Students: I would give my school a grade of ...

Staff: I would give our school a grade of ...

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	96.3%	96.7%	97.3%	98.0%	97.7%	97.4%	97.2%
Students	97.4%	95.0%	96.2%	95.8%	97.0%	96.3%	89.2%
Staff	98.4%	99.3%	99.1%	99.4%	97.9%	97.6%	95.2%

5.7 PHPS Satisfaction survey: Percentage of parents and teachers that are satisfied that the school council at their school has a meaningful role.

Parents: The School Council at my children’s school has a meaningful role.

Staff: The School Council at my school has a meaningful role.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	90.1%	92.8%	90.8%	89.2%	84.1%	93.0%	92.2%
Staff	90.8%	89.4%	89.4%	87.2%	77.2%	78.0%	85.3%

5.8 PHPS Satisfaction survey: Percentage of parents, teachers and students who are satisfied with opportunities to be involved in decisions affecting the school (and students).

Parents: I am satisfied with the opportunities for involvement in decisions affecting education at my child(ren)'s school.

Students: I am satisfied with the opportunities for involvement in decisions affecting students

Staff: I am satisfied with the opportunities for involvement in decisions affecting school

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	88.7%	89.5%	88.1%	88.0%	85.2%	86.6%	86.4%
Students	75.5%	74.3%	69.7%	71.0%	71.8%	72.2%	70.6%
Staff	87.1%	83.7%	86.3%	89.5%	83.3%	84.4%	83.4%

5.9 PHPS Satisfaction survey: Percentage of parents, teachers and students who are satisfied that their school is making a positive contribution to the community.

Parents: My children's school is making a positive contribution to the community.

Students: My school is important to the community.

Staff: Our school is making a positive contribution to the community.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	95.7%	96.8%	96.6%	95.2%	94.5%	96.3%	94.8%
Students	93.6%	92.5%	92.2%	92.4%	93.0%	92.4%	91.7%
Staff	96.7%	94.9%	97.4%	94.1%	96.3%	97.6%	93.6%

5.10 PHPS Satisfaction survey: Percentage of parents, teachers and students (gr 10-12) who are satisfied with their community's involvement in student learning (new in 2015-2016).

Parents: I am satisfied with my community's involvement in student learning.

Students: I am satisfied with how my community is involved in my learning.

Staff: I am satisfied with my community's involvement in student learning.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	-	-	-	Introduced	91.1%	91.3%	92.2%
Students	-	-	-	Introduced	74.0%	74.5	70.8%
Staff	-	-	-	Introduced	81.2%	84.0%	85.0%

5.11 PHPS Satisfaction survey: Percentages of parents and students satisfied with opportunities to participate in extracurricular activities.

Parents: I am satisfied with the extra-curricular opportunities that the school provides for my child(ren).

Students: 7-12: I have opportunities to participate in extracurricular activities. 4-6: I can choose to participate in intramural activities.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Parents	90.6%	81.7%	82.6%	82.3%	90.3%	90.7%	84.3%
Students	93.2%	92.8%	91.8%	91.1%	92.5%	91.1%	89.7%

5.12 PHPS Satisfaction survey: Percentage of teachers and students satisfied with the recognition they receive for their accomplishments.

Students: I get recognition for the good things I do.

Staff: I get recognition for my contributions to student learning.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Student	75.1%	72.9%	70.0%	67.3%	68.8%	67.2%	66.5%
Staff	81.4%	77.9%	80.0%	78.1%	77.4%	82.6%	75.8%

5.13 Amount of money acquired from third parties in support of community schools.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Dollars	\$66,650	\$17,500	\$25,150	\$126,525	\$135,090	\$113,965	\$99,303

5.14 Number of registered* parent/community volunteers in schools. (“Registered” means they have been vetted as per AP 40-60 – Volunteers in School).

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number	1081	819	1055	905	664	671	576

5.15 Number of school activities/events taking place in the community. (Quantify events which involve students and the community or parents. This includes but is not limited to school concerts and ceremonies, sporting events, field trips and excursions, guests in the classroom and /or school, etc.)

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number	309	362	253	339	388	545	515

5.16 Number of off-campus partners supporting students in Work Experience, Registered Apprenticeship, Green Certificate and or Dual Credit programs. (NEW Measure in 2015)

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number	-	-	-	79	88	149	145

Jurisdiction Outcome 5-A

The jurisdiction demonstrates sound fiscal management, considering the needs of the community.

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Jurisdiction Measures:

5-A.1 Balanced operational budget: The number of system, site and department budgets that are not budgeting for an operating deficit.

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Number	5	9	5	11	6	6	3

5-A.2 Percentage of increase to Instructional Materials Fees

Eliminated; replaced with School Fee Reduction Grant from Alberta Education

	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Percentage	0	0	0	0	0	0	N/A