

Smith School
Annual Education Results Report
2018/2019
Combined 3 Year Education Plan

Demographics:

Smith school is a small, rural, Kindergarten to grade 9 school located in Smith Alberta, within Aspen View Public School Division #78. Smith School has 74 registered students, one administrator, one administrative assistant, five teachers and seven educational assistants. We have combined grade classes, a full time Kindergarten program, a 2 day per week preschool program within our school, and we also offer High School courses through a Virtual Education Program. We are a Leader In Me school and we achieved Lighthouse Status in 2015. We are also an Apple School and we believe in making the healthy choice the easy choice. We offer a diverse range of programming to students. Grade 6-9 students participate in 3 trimesters of options and K-9 students participate in 6 different cycles of Smith University throughout the year where students are offered different courses from staff and community members. We offer an international travel program to students in grades 4-9, and students have travelled to China, England, Italy, Greece, France, Belgium, the Netherlands, Costa Rica, and Ireland. Students are currently fundraising for a trip to Australia and New Zealand in the summer of 2020. We have an active parent council and a healthy breakfast for learning program in which students from Kindergarten to grade 9 are provided with a healthy snack every morning. We have many active clubs within the school and students have the opportunity to sign up for many different leadership roles and positions.

2017-2018 Highlights:

- Back to School Pancake Breakfast
- Meet the Staff Parking Lot Party
- One Health Day & Family Lunch each month
- Orange Shirt Day 2017
- Makerspace Staff PD
- Halloween Fundraiser Carnival
- Remembrance Day Ceremony
- Parent Teacher Interviews & Book Fair
- Family Literacy Night
- Christmas Supper and Concert
- Pink Shirt Day 2018
- Spring Carnival
- Leadership Day 2018- This is Me
- Theme Days: Formal Friday, Jersey Day, Pajama Day
- Successful Tutoring program grades 6-9
- Successful Levelled Literacy Intervention program grades 1-9
- National Indigenous Peoples Day 2018
- Guided Math Staff PD
- Blanket Exercise PD for staff and students
- Literacy Goal Met- Games Day Celebration
- Awards Night 2018

Combined 2018 Accountability Pillar Overall Summary

Measure Category	Measure	Smith 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
Safe and Caring Schools	Safe and Caring	89.2	85.4	88.4	89.0	89.5	89.4	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	84.5	87.7	87.1	81.8	81.9	81.7	Very High	Maintained	Excellent
	Education Quality	83.2	81.5	84.9	90.0	90.1	89.9	Low	Maintained	Issue
	Drop Out Rate	0.0	*	n/a	2.3	3.0	3.3	Very High	n/a	n/a
	High School Completion Rate (3 yr)	n/a	n/a	n/a	78.0	78.0	77.0	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	PAT: Acceptable	60.7	67.3	54.8	73.6	73.4	73.3	Very Low	Maintained	Concern
	PAT: Excellence	7.1	1.9	2.0	19.9	19.5	19.2	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	n/a	n/a	83.7	83.0	83.0	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	24.2	22.2	21.7	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	55.7	54.9	54.7	n/a	n/a	n/a
	Rutherford Scholarship Eligibility Rate	*	n/a	n/a	63.4	62.3	61.5	*	*	*
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	*	n/a	58.7	57.9	59.0	n/a	n/a	n/a
	Work Preparation	75.0	75.0	83.6	82.4	82.7	82.4	Intermediate	Maintained	Acceptable
	Citizenship	85.2	80.2	84.7	83.0	83.7	83.7	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	68.3	75.0	80.1	81.2	81.2	81.0	Very Low	Maintained	Concern
Continuous Improvement	School Improvement	77.1	73.2	78.1	80.3	81.4	80.7	High	Maintained	Good

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.

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

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

Improvement Table

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

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

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

Overall Evaluation Table

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

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

Category Evaluation

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g. 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern)

Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	21.9	35.4	61.5	67.3	60.7		Very Low	Maintained	Concern	62.7	64.7	66.7
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	0.0	2.1	1.9	1.9	7.1		Very Low	Maintained	Concern	9.1	11.1	13.1

Comment on Results:

(an assessment of progress toward achieving the target)

2018 has been a historically low group.

Low student numbers can distort data,

2018 had the highest overall % of students achieving the standard of excellence.

2 students in grade 6 were exempt from all of their P.A.T.'s at parental request, which means they counted as a '0' in our numbers.

Strategies:

Review P.A.T. results over the past 2 years to determine gaps in instruction.

Examine teacher practice to discover areas where improvements can be made.

Ensure that grade 6 and 9 teachers are preparing students months in advance; this includes giving practice P.A.T's.

Continue to provide PD to teachers and staff around literacy and numeracy.

Examine the types of questions used on past P.A.T's.

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

[No Data for Diploma Exam Results]

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017	2018	Achievement	Improvement	Overall	2019	2020	2021
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	*	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Drop Out Rate - annual dropout rate of students aged 14 to 18	7.1	*	*	*	0.0		Very High	n/a	n/a			
High school to post-secondary transition rate of students within six years of entering Grade 10.	n/a	n/a	*	*	n/a		n/a	n/a	n/a			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	*	n/a	*		*	*	*			
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	*	n/a	n/a	n/a	n/a		n/a	n/a	n/a			

Comment on Results

(an assessment of progress toward achieving the target)

Our high school students usually go to Edwin Parr Composite High School in Athabasca, or a high school in Slave Lake for grades 10, 11 & 12.

We do offer high school through virtual education, however we did not have any students this year.

Low numbers can effect data.

Strategies

Work to ensure that the transition to EPC for our grade 9 students is as smooth as possible.

Take our grade 9's to EPC at least twice for an orientation that allows them to meet teachers, learn the layout of the school, and build relationships with other students.

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018		2018	Achievement	Improvement	Overall	2019	2020
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	88.8	87.9	86.0	80.2	85.2		Very High	Maintained	Excellent	86.0	88.0	89.0
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.	87.5	90.0	85.7	75.0	75.0		Intermediate	Maintained	Acceptable	76.0	78.0	80.0

<p>Comment on Results <i>(an assessment of progress toward achieving the target)</i> An increase of 5% in active citizenship is positive. The Leader in Me program seems to continue to be working.</p>
<p>Strategies Get students thinking more about what career choices they might want to make once they finish high school. Involve teachers and students in open conversations about what qualities make a good employee.</p>

Outcome Two: Alberta’s education system supports First Nations, Métis, and Inuit students’ success

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	*	41.7	42.9	*	*		*	*	*	45.0	48.0	52.0
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).	*	4.2	0.0	*	*		*	*	*	6.0	8.0	10.0
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			

Comment on Results

(an assessment of progress toward achieving the target)

Low number of students effects data.

If we focus on better preparing all of our students for exams, FNMI students will benefit as well.

Strategies

Improve communication with parents regarding study habits and exams.

Offer exam preparation.

Provide ongoing training for teachers and EA’s around FNMI & indigenous peoples, culture, & learning styles.

Continue to bring in aspects of culture to educate and empower students to FNMI history.

Incorporate more FNMI content into classroom lessons and resources.

Outcome Two: Alberta's education system supports First Nations, Métis, and Inuit students' success (continued)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2013	2014	2015	2016	2017		2018	Achievement	Improvement	Overall	2019	2020
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	*	*	*	*	*		*	*	*			
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	n/a	*	n/a	n/a		n/a	n/a	n/a			
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a			

Comment on Results
(an assessment of progress toward achieving the target)
 Low number of students effects data.
 If we focus on better preparing all of our students for exams and life after high school, FNMI students will benefit as well.

Strategies
 Get students thinking more about what career choices they might want to make once they finish high school.
 Ensure students are aware of the scholarships that are available to them.
 Ensure students are aware of the number of jobs that require a high school diploma.

Outcome Three: Alberta’s education system respects diversity and promotes inclusion

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
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.	87.8	90.1	89.9	85.4	89.2		Very High	Maintained	Excellent			

<p>Comment on Results <i>(an assessment of progress toward achieving the target)</i> An increase in 4% since 2017 is positive. Leader in Me program continues to be working. We have improved communication with parents about the things happening in our building.</p>
<p>Strategies Continue to improve communication to parents, staff & students about improvements we have made & the good things that are happening. Gather suggestions for improvements that people may want to see.</p>

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	87.1	85.3	88.3	87.7	84.5		Very High	Maintained	Excellent	86.0	88.0	89.0

<p>Comment on Results <i>(an assessment of progress toward achieving the target)</i> Why did results drop from 2017-2018? Results are still deemed as excellent, which is positive.</p>
<p>Strategies Continue to offer options and smith university. Communicate more efficiently regarding the wide range of technology in our school. Continue to have various presenters in on health days.</p>

Outcome Five: Alberta’s education system is well governed and managed

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2014	2015	2016	2017	2018	2018	Achievement	Improvement	Overall	2019	2020	2021
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.	87.2	82.1	78.8	73.2	77.1		High	Maintained	Good	78.0	80.0	82.0
Percentage of teachers and parents satisfied with parental involvement in decisions about their child’s education.	90.0	82.4	82.9	75.0	68.3		Very Low	Maintained	Concern	70.0	72.0	74.0
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	85.1	87.4	85.6	81.5	83.2		Low	Maintained	Issue	85.0	87.0	89.0

<p>Comment on Results <i>(an assessment of progress toward achieving the target)</i> Glad to see a 2% increase in quality of education. Significant drop from 2017-2018 in satisfaction with parental involvement.</p>
<p>Strategies Ask parents to volunteer regularly. Invite parents in to all school events. Encourage more parents to attend parent council meetings. Continue to have monthly family lunches. Host family literacy and numeracy events.</p>