



# Combined 3-Year Strategic Education Plan (SEP) and Annual Education Results Report (AERR)

## Timberlea Public School 2019-2022



## **Timberlea Public School Profile**

The current COVID-19 health crisis will have an as yet undetermined impact on student learning and mental health in the years to come. Regular classes were cancelled effective March 16, 2020 so students have been away from the school building for over one month. They remain engaged, nonetheless, in learning activities provided by their teachers, many of whom are also working from home, exploring new ways to connect with their students and their families. Coupled with the stresses of forced isolation at home and trying to protect themselves from disease transmission, our school community is actively learning and working, despite the fact that they are in ad hoc environments with many challenges outside of everyone's control.

With continued focus on our school vision and mission, and having embarked on our first year as a MicroSociety school, we continue to distinguish ourselves as a uniquely engaging educational choice for students and their families who otherwise would have many education options in the surrounding community.

## **Timberlea School Vision and Mission**

### **Vision**

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

### **Mission**

We are dedicated to supporting every child in becoming a successful and responsible citizen. We will achieve this by:

1. motivating students to achieve academic excellence
2. promoting healthy eating and active living
3. nurturing creativity and imagination
4. encouraging critical thinking
5. honouring student diversity
6. promoting respect and care for the natural world

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 supports. These goals can only be achieved with the participation and support of all stakeholders placing student learning and wellness as their number one priority.

## **MicroSociety Education Model**

In September 2019, Timberlea School community embarked on a new journey to incorporate the *MicroSociety* education model.

As citizens of the newly created *Wolf Land*, we strive to become a thriving, modern-day, mini-metropolis, complete with a government center, entrepreneurial hub, non-profit organizations, consumer marketplace, University and community gathering spaces. *Wolf Land* was created and is managed by students with the guidance and support of teacher facilitators and community mentors. Students are empowered to engage in activities aimed at reaching the highest levels of Bloom's Taxonomy of learning objectives – application, synthesis, analysis and creativity.

Student responsibilities and activities occur within seven *MicroSociety* Strands, each intentionally designed to connect societal activity and real-world endeavours to outcomes-correlated academic content, while making school relevant to their everyday lives. The main strands – Technology, Economy,

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Academy, Citizenship and Government, Humanities and the Arts, and HEART, are based on the professions and create a practical relationship between knowledge and experience. Wolf Land is a federal democracy headed by a prime minister, with the school principal acting as governor general.

A handful of schools in Alberta are currently running *MicroSociety*, and Timberlea is the only school in Fort McMurray to offer this unique educational model.

[MicroSociety International](#) is a non-profit organization based in Philadelphia, USA.

### **Achieving Our Goals**

Timberlea Public School will continue to work towards realizing our school vision by providing access to a wide variety of programs and experiences that support our mission goals:

#### **Mission Goal #1 – Motivating Students to Achieve Academic Excellence**

- MicroSociety education model
- Collaborative Response Model for interventions
- Fountas and Pinnell running records
- Levelled Literacy Intervention (LLI)
- Learning Assistance Centre (LAC) teacher
- Educational Assistant support in each classroom
- Speech and Occupational Therapy
- School counselor
- Mental Health supports through CMHA, and Some Other Solutions (SOS)
- French as a Second Language (Gr. 4-6)
- Words Their Way spelling program
- Mathseeds, Mathletics and Prodigy software
- Technology and Trades Academy (Gr. 4-6)
- Science Fair
- Student operated fundraising activities
- Timberwolf Awards focusing on school mission goals
- Howler prizes awarded daily focusing on school mission goals
- Monthly Howler prizes, and pizza lunch with the principal
- Reading Buddies with Division 1 and 2 students
- Year-end academic, environmental, citizenship, fine arts, and sports awards

#### **Mission Goal #2 – Promoting Healthy Eating and Active Living:**

- MicroSociety education model
- School Health and Wellness Guidelines
- Daily Physical Activity (DPA)
- Terry Fox Walk
- Jump Rope for Heart
- Girls Inc., Girl Power & Mega Boyz
- Archery Club
- Golf Club
- Breakfast cart snacks each morning
- Free apples available to students each day
- Healthy hot lunch program
- Gr. 5-6 Triple-ball
- Grade 5-6 basketball
- Winter Walk
- Family Fun Nights
- Year-end Sports Day
- Tubing and ski trips to Vista Ridge

- Taste Tests

**Mission Goal #3 – Nurturing Creativity and Imagination**

- MicroSociety education model
- Technology and Trades Academy (gr. 4-6)
- Drama Club
- Art Club
- Family Fun Night
- Knitting club
- Talent Show
- FNMI displays
- Celebration of Aboriginal Awareness Week and Metis Days
- Monthly virtue assemblies recognizing student achievement and exemplary character
- Elements Conservation program
- Student Government (Gr. 1-6)
- Christmas Concert
- Science Fair
- Multicultural Week and Evening event
- Remembrance Day assembly,
- Words in Motion

**Mission Goal #4 – Encouraging Critical Thinking**

- MicroSociety education model
- Technology and Trades Academy (Gr. 4-6)
- Student Government (Gr. 1-6)
- Physical Activity Leaders (PALs)
- Earth Rangers presentation
- Virtue of the Month promoted in class activities
- Fundraising – Terry Fox Run, Jump Rope for Heart, Centre of Hope/Toque Tuesday, Wood Buffalo Food Bank, Salvation Army Angel Tree, and supporting school community members in need
- School Wide Recycling

**Mission Goal #5 – Honouring Student Diversity**

- MicroSociety education model
- WITS Anti-bullying program
- French as a Second Language (Grades 4-6)
- 7 Sacred Teachings incorporated into classroom lessons and virtue assemblies
- Inclusion of major religious and cultural holidays in school calendar
- Celebration of Aboriginal Awareness Week and Metis Days
- Multicultural Week celebrations
- Joint Remembrance Day assembly with Fort McMurray Christian School
- Christmas concert
- Joint Christmas lunch with Fort McMurray Christian School

**Mission Goal #6 – Promoting Care and Respect for the Natural World**

- MicroSociety education model
- Plants in every classroom
- Planters in the school atrium and front entrance
- Garden at front entrance
- Filtered water refill station
- Elements Conservation program
- Aquarium in main office

- Bottle and paper recycling

**Facility**

The Timberlea School community shares the building with Fort McMurray Christian School (FMCS), with both school communities continuously seeking out ways to collaborate for our mutual benefit.

**Utilization:** FMCS currently occupies 2 entire wings of portable classrooms. 1 classroom space serves as a gross motor development room that is shared with FMCS students and staff. The gymnasium and stage/music room are also learning spaces shared by both schools. The gymnasium stage has a removable wall that allows for uses as a music classroom as well as a performance space for assemblies and concerts.

We have a computer lab that doubles as a STEAM (Science, Technology, Engineering, Arts, Math) room, but is also used by most teachers for students to access online learning resources. Our multi-purpose room doubles as a Science, Art, and meeting room, as well as the Warehouse for our “Wolf Land” MicroSociety. The YMCA currently occupies 2 portable classrooms for their out of school and “Kindercare” programs.

**Staff**

Administration	0.8	FTE Waleed Najmeddine
ATA	10.9	FTE Teachers, LAC and Principal
CUPE	6.0	FTE Educational Assistants
	2.0	FTE Office and Library Support

**Professional Learning**

Timberlea School participates in professional learning activities embedded in our yearly division calendar. Staff maintains a cordial and collaborative work environment to establish goals, share teaching and learning strategies, and openly offer feedback in discussions. 2019-20 will see teachers continue planning and leading team building activities. Our main focus in professional learning activities will be to continue to learn best practices in the Collaborative Response Model, student literacy and numeracy, student mental health, and effective use of digital technologies.

**Students**

Current enrolment (April 2020) – 214 students

District budget projected enrolment for Timberlea (September 2019) – 195

We currently offer 1 Kindergarten/KEEP class, one ECDP a.m. class and one Kindergarten p.m. class. KEEP will be discontinued as per FMPSD direction at the end of this school year. ECDP to grade 6 students are served by 9.0 FTE teachers. Class sizes are as follows:

Grade	Students	Grade	Students
ECDP	21	Kindergarten	35
Grade 1K	16	Grade 1L	16
Grade 2	28	Grade 3	28
Grade 4	26	Grade 5	22
Grade 5/6	22		

### **First Nations Metis Inuit (FNMI)**

14 students are self-identified FNMI. The principal's duties include FNMI Liaison for the school.

### **Special Education Staff**

0.4 FTE is dedicated to a Learning Assistance Centre teacher (LAC) with 0.13 FTE support serving 26 English Language Learners (ELL) students. 13 students are identified with severe learning disabilities (code 40), 7 students identified with mild/moderate learning disabilities (code 50).

### **Supports for Learning**

#### **Collaborative Response Model (CRM) for Interventions**

CRM is comprised of 3 foundational components of 1) collaborative team meetings, 2) pyramid of interventions, and 3) assessments, and is based on 4 core beliefs:

- All students can learn
- Teachers make the greatest impact on student learning
- Schools cannot achieve high levels of success when adults work in isolation
- Leadership is responsible for ensuring structures for collaboration

CRM provides a clear foundation for ensuring a sustainable network of support is in place for all students. Collaborative teams meet regularly throughout the school year to identify students at risk, and to track their progress through 4 tiers of a pyramid of interventions. Tiers 1 involves interventions applied to all students in the classroom. Tier 2 involves teachers putting in place more targeted interventions for a small number of students. Tiers 3 and 4 involve interventions administered by specialists after consultation and planning with school administration, teachers, EA's and other staff.

#### **Fountas and Pinnell Benchmark System - Grades 1-6**

Independent and instructional reading levels are determined throughout the school year to track student progress and using the *Fountas & Pinnell A-Z Text Gradient*.

#### **Leveled Literacy Intervention (LLI) - Grades 1-6**

LLI materials are used for early literacy and reading interventions with individual students and in small groups to help struggling readers to reach grade-level expectations.

**ReadingEggs**, **Lexia Core5**, and a variety of other software applications are employed to support struggling readers reach their goals of greater proficiency.

**Google Apps For Education (GAFE)** will continue to be the software programs in use by Timberlea School students and staff. With parental consent received, we have acquired GAFE accounts for all students in grades 4-6. Teachers in Division 2 will develop their own skills and strategies in making these applications part of their everyday practice, as well as help students to develop skills they will need to succeed as they progress into junior and senior high schools in our district.

#### **Technology Supports**

A wide range of electronic devices are available to all students. OSMO kits, iPads, and PC laptops are the primary devices used by Division 1 students. Chromebooks and iPads are used by Division 2 students. Every classroom is equipped with an Interactive whiteboard and sound system. Some classrooms are equipped with special sound systems to support hearing impaired students. Our grade 3 classroom is piloting an interactive flat-panel display in place of a standard interactive whiteboard. Samsung 18" tablets are also in use as a reading centre tool.

### **Counseling Supports**

**WITS Program**

The WITS® program brings together schools, families and community members to help elementary school children learn effective strategies on how to deal with bullying and peer victimization, and has been evaluated in [three peer-reviewed longitudinal studies](#). The program shows positive effects in reducing aggression and improving social responsibility (healthy peer relationships) in elementary school children in Grades 1 to 6.

**Rainbows**

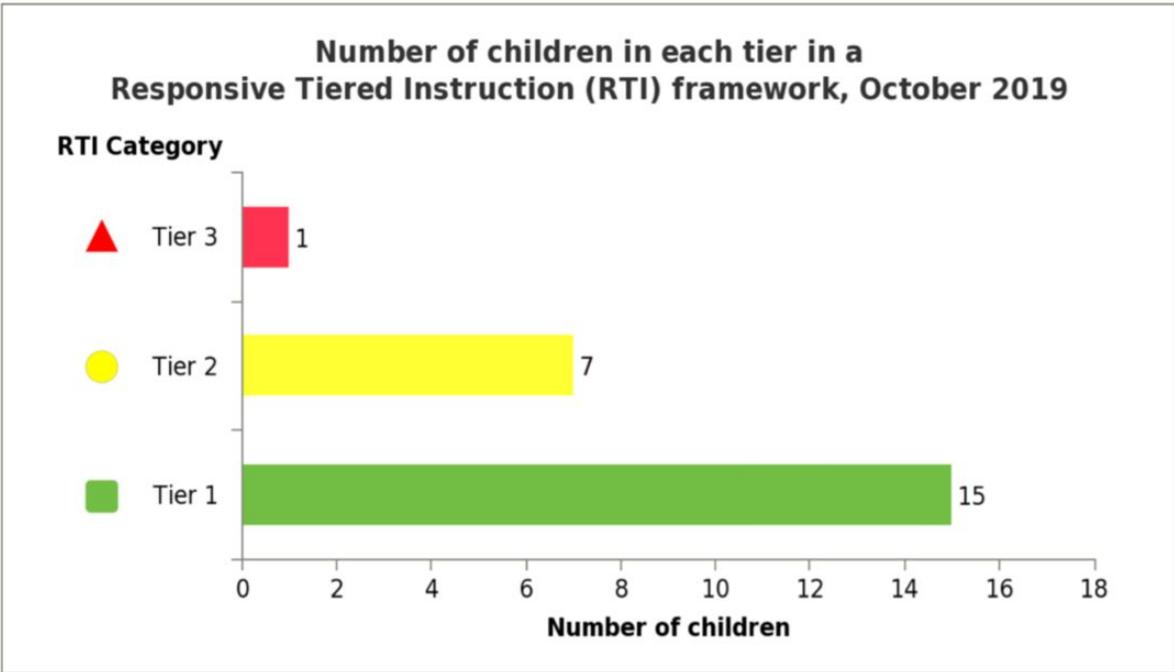
Elementary-aged children speak about their feelings and share their grief in a safe environment in small group settings. The groups are led by [trained facilitators](#) utilizing age-appropriate materials for students K-6.

**Assessments**

**Student Learning and Assessment**

Timberlea School staff applies a wide variety of formative and summative assessment strategies to assess student learning within a framework of differentiated instruction. This includes written and performance-based tasks, student-teacher conferences, observation, and peer coaching/feedback. Teachers work to engage students in learning activities that consider individual learner profiles, student interest, and student readiness. Standardized assessments are also administered throughout the school year.

**Early Years Evaluation (EYE) - Kindergarten**



Research shows that children’s EYE scores in Kindergarten are strongly related to their reading outcomes at age 8 or 9. The EYE measures of Cognitive Skills and Language and Communication are the strongest predictors, followed by Fine Motor skills, Awareness of Self and Environment, Social Skills and Approaches to Learning. Thus, we can use the EYE data to discern which children are most likely to require extra support developing their reading skills during the primary school years.

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All children receive Tier 1 instruction in the classroom, which means they receive research-based, quality instruction using universal strategies and a variety of approaches. Children with Tier 2 learning needs also receive targeted, small group instruction that can be provided in or outside the classroom. Children with Tier 3 learning needs require more intensive additional instruction and a carefully planned program tailored to their specific learning needs.

Strategies:

- Students requiring Tier 3 supports will receive 1:1 interventions from teacher, educational assistants, Speech pathologist, Occupational therapist, and Physical Therapist. This may be highlighted in the Individual Program Plan.
- Jolly Phonics program Kindergarten to grade 2 to support development of cognitive skills.
- Incorporating music and movement into daily activities and lessons through the incorporation of movement songs and activities during circle time, gross motor movements during transition times and daily routines.
- Modelling appropriate social interactions throughout the class during play and work times.
- Including targeted literacy, gross motor, fine motor, and math centres each week.
- Targeted whole group instruction during daily circle time.
- The EYE will be repeated in the spring (students ranked Tier 2 and 3 at first EYE) to display student growth and development in Kindergarten.

**Provincial Achievement Tests (PAT) - Grade 6 June 2019**

PAT results from June 2019 display a very low percentage of grade 6 students achieving the standard of excellence, however, the percentage of grade 6 students achieving the acceptable standard was about 6% higher than the provincial level.

We will continue to use PAT results to inform our practice, and to seek ways to have as many students as possible performing at the standard of excellence.

**Student Learning Assessments (SLA's) – Grade 3**

SLA's are administered at the beginning of the school year in grade 3 to help parents and teachers identify student strengths and areas for growth. It is available to teachers to use (all or in parts) at their discretion and aims to improve student learning with a focus on literacy and numeracy.

SLA's contain 4 components:

- digital interactive literacy (online)
- literacy performance task (pencil and paper)
- digital interactive numeracy (online)
- numeracy performance task (pencil and paper)

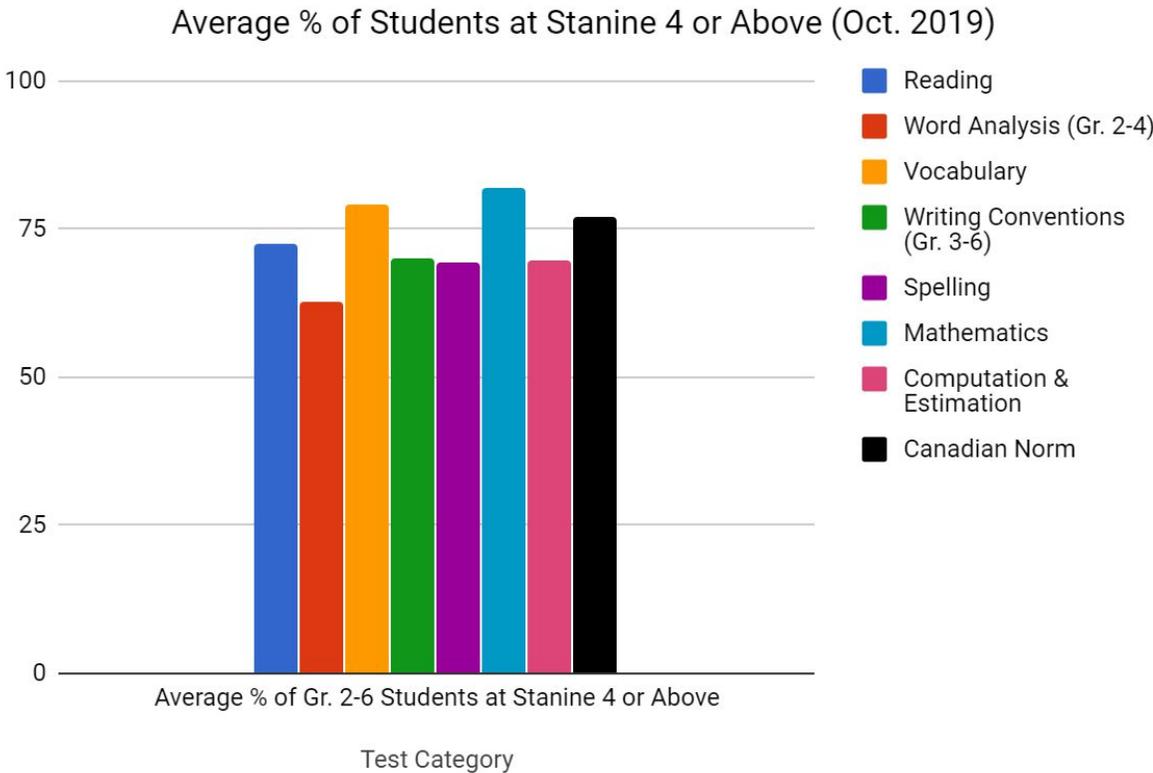
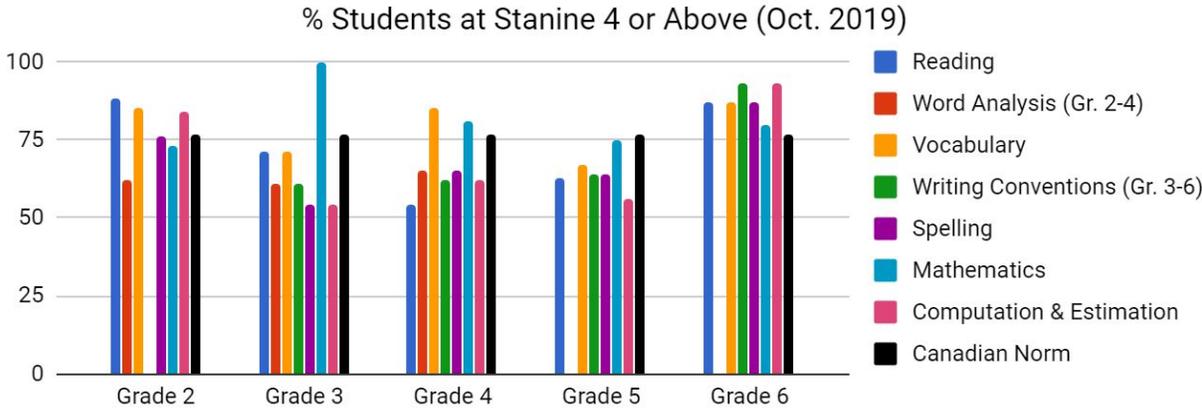
Since CAT4 assessments were completed as well, Grade 3 students at Timberlea School completed only the numeracy component of SLA's in October 2019.

**Results:**

Numeracy – 21 students (87%) achieved the provincial standard expected at the beginning of Grade 3

**Canadian Achievement Tests (CAT-4) - Grades 2-6**

CAT-4 assessments were administered to grades 2-6 over a 2-week period in October 2019. The following charts depict performance of students with reference to National Stanines. Students scoring 4 or above on a test category are considered to be "ahead of the curve" in comparison to students across the country. (Note: Word Analysis is only part of tests for grades 2-4; likewise for Writing Conventions grades 3-6).



Note: Writing Conventions is not an assessment category on Gr. 2 tests; Word Analysis is not an assessment category on Gr. 5&6 tests.

**CAT4 Results – Fall 2019**

Strong results overall for Vocabulary and Mathematics. Grade 6 exceeded Canadian norms in all test categories. Word Analysis (gr. 2-4) continues to be an area for growth. Spelling and Computation/Estimation are areas for growth for grades 3-5.

**CAT4 Goals – Fall 2020**

Continuous improvement for all students is an ongoing goal. Fall 2019 results indicate a need to apply especially focused efforts on improving all basic skills for grades 3-5 students.

## **Special Programs**

### **National Archery in the Schools Program (NASP)**

Our NASP Archery Club was established in September 2017 with the purpose of providing an activity that does not discriminate based on popularity, athletic skill, gender, size, or academic ability. It is a different kind of team sport that is open to any student grade 4-6. School staff are trained and certified NASP instructors.

NASP is an extra-curricular program aimed at improving educational performance through practicing focus, self-control, discipline, and patience. These are life lessons required for success in and out of the classroom. Students compete in school and district wide tournaments, with the goal of participating in provincial tournaments in the spring of 2021.

### **STEAM Education**

Timberlea School offers weekly classroom programming for students grade 1-6 that integrates Science, Technology, Engineering, Arts, and Mathematics (STEAM) curriculum.

### **Technology and Trades Academy**

Timberlea School students in grades 4-6 participate in weekly after school Tech and Trades clubs in Pre-Engineering and Multimedia streams. Students engage in a range of activities including coding, inventing, robotics, photography, movie-making and broadcasting. Student teams also participate in district wide competitions with other district schools throughout the school year.

## **Parent Collaboration**

### **School Council**

Timberlea Public School Council is committed to supporting student learning. School Council members act in an advisory role to the school principal and are highly dedicated to supporting student learning, school programs and staff. School Council continues to support our school and district health and wellness guidelines, coordinate volunteers, and encourage increased participation at monthly council meetings.

### **Timberlea School Parent Association (TSPA)**

Timberlea School Parent Association provides significant financial support in the form of classroom, library, music, and physical education resources. There is open dialogue and cooperation between staff and the Timberlea Public School Parent Association working to identify needs, and finding solutions, which contributes to our positive school culture.

### **School Growth Goals 2020-21**

These goals were developed with input from students, staff and parents, and informed by data from Accountability Pillar Surveys, PAT results, CAT-4 results, OurSchool student survey, parent survey results, and teacher administered literacy and numeracy assessments:

1. Improvement of student literacy and numeracy skills as measured by performance on standardized and teacher-made formative and summative assessments.
  - Core strategies – test preparation, basic skills development, daily/monthly/yearly recognition of achievement of school mission goals
  
2. Increasing student, staff and parent engagement through the implementation of the *MicroSociety* education model.
  - Core strategies – Focus on drawing connections of Alberta curriculum to the main strands of *MicroSociety* curriculum - Technology, Economy, Academy, Citizenship and Government, Humanities and the Arts, and HEART
  
3. Nurturing mental and physical health of students.
  - Core strategies – application of district health policy and APPLE Schools program, student access to counseling and to engaging extracurricular activities

### **Combined 2019 Accountability Pillar Overall Summary**

Measure Category	Measure	Timberlea Public School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Avg	Current Result	Prev Year Result	Prev 3 Year Avg	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	89.1	91.6	91.2	89.0	89.0	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	82.8	71.8	80.3	82.2	81.8	81.9	Very High	Maintained	Excellent
	Education Quality	91.6	92.7	92.4	90.2	90.0	90.1	Very High	Maintained	Excellent
Student Learning Achievement (Grade 6)	PAT: Acceptable	80.0	84.1	88.2	73.8	73.6	73.6	High	Maintained	Good
	PAT: Excellence	6.7	22.7	30.1	20.6	19.9	19.6	Very Low	Declined Significantly	Concern
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	n/a	n/a	n/a	59.0	58.7	58.7	n/a	n/a	n/a
	Work Preparation	90.9	90.0	89.1	83.0	82.4	82.6	Very High	Maintained	Excellent
	Citizenship	85.2	82.3	85.5	82.9	83.0	83.5	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	89.1	88.3	87.3	81.3	81.2	81.1	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	80.3	78.4	83.9	81.0	80.3	81.0	High	Maintained	Good

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
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. 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; and Social Studies 6.
6. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

### **Accountability Pillar Overall Summary (Fall 2018)**

Measure Category	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
Safe and Caring Schools	Safe and Caring	91.6	94.9	90.5	89.0	89.5	89.4	Very High	Maintained	Excellent

Student Learning Opportunities	Program of Studies	71.8	87.9	85.3	81.8	81.9	81.7	Low	Declined	Issue
	Education Quality	92.7	92.4	91.3	90.0	90.1	89.9	Very High	Maintained	Excellent
Student Learning Achievement (Grade 6)	PAT: Acceptable	84.1	92.4	91.7	73.6	73.4	73.3	High	Declined	Acceptable
	PAT: Excellence	22.7	37.5	31.7	19.9	19.5	19.2	High	Maintained	Good
Preparation for Lifelong Learning, World of Work, Citizenship	Work Preparation	90.0	88.3	84.1	82.4	82.7	82.4	Very High	Maintained	Excellent
	Citizenship	82.3	90.8	86.7	83.0	83.7	83.7	Very High	Declined	Good
Parental Involvement	Parental Involvement	88.3	88.7	85.7	81.2	81.2	81.0	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	78.4	86.2	84.7	80.3	81.4	80.7	High	Declined	Acceptable

**Measure Evaluation Reference**

**Achievement Evaluation**

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

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

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
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
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

**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		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of students in Grade 6 who achieved the	91.1	81.6	92.4	84.1	80.0	85	High	Maintained	Good	90	90	90

acceptable standard on Provincial Achievement Tests													
Overall percentage of students in Grade 6 who achieved the standard of excellence on Provincial Achievement Tests	25.8	50.0	37.5	22.7	6.7	24	Very Low	Declined Significantly	Concern	25	25	25	

**PAT Results Course By Course Summary By Enrolled With Measure Evaluation (June 2019)**

		Timberlea Public School							Alberta			
Course	Measure	Achievement	Improvement	Overall	2019		Prev 3 Year Average		2019		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	Very High	Maintained	Excellent	30	93.3	35	91.2	54,820	83.2	49,573	82.9
	Standard of Excellence	Very Low	Declined	Concern	30	6.7	35	20.1	54,820	17.8	49,573	19.1
Mathematics 6	Acceptable Standard	Very Low	Declined Significantly	Concern	30	53.3	35	86.9	54,778	72.5	49,502	71.5
	Standard of Excellence	Very Low	Declined Significantly	Concern	30	3.3	35	24.4	54,778	15.0	49,502	13.5
Science 6	Acceptable Standard	High	Maintained	Good	30	90	35	89.6	54,879	77.6	49,520	77.9
	Standard of Excellence	Very Low	Declined Significantly	Concern	30	6.7	35	41.5	54,879	28.6	49,520	28.9
Social Studies 6	Acceptable Standard	High	Maintained	Good	30	83.3	35	85.2	54,802	76.2	49,511	73.1
	Standard of Excellence	Low	Declined Significantly	Concern	30	10	35	34.5	54,802	24.4	49,511	22.3

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
- Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.
- Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, respectively.

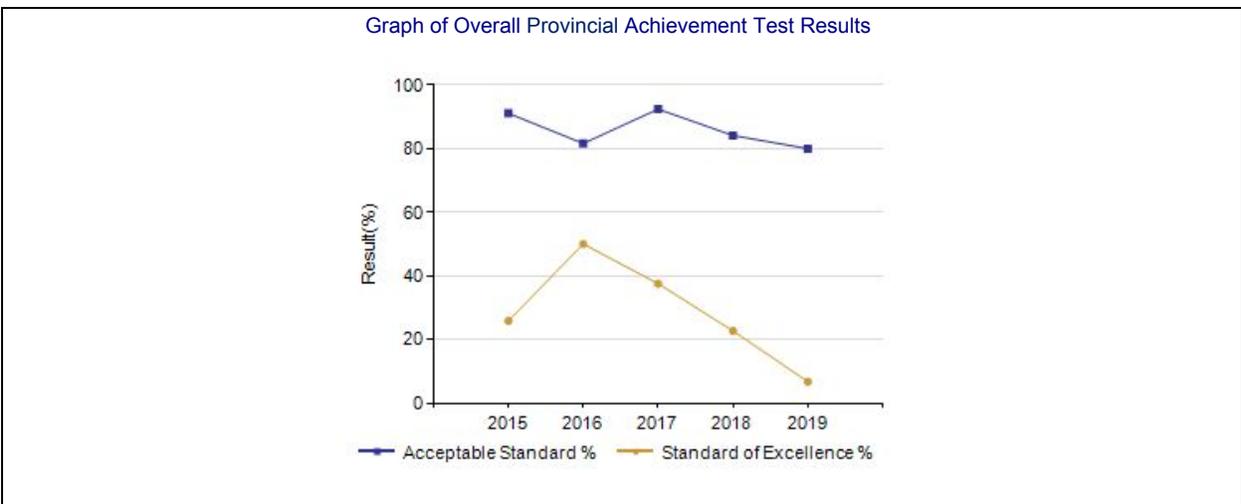
**Provincial Achievement Test Results – Measure Details (June 2019)**

PAT Course by Course Results by Number Enrolled													
		Results (in percentages)										Target*	
		2015		2016		2017		2018		2019		2019	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	94.9	20.3	53.8	30.8	94.4	25.0	87.9	15.2	93.3	6.7	90	25
	Authority	86.1	19.4	42.2	18.8	85.1	14.6	87.9	18.1	85.9	13.9		
	Province	82.8	19.5	82.9	20.4	82.5	18.9	83.5	17.9	83.2	17.8		
Mathematics 6	School	91.5	20.3	100.0	55.6	88.9	30.6	84.8	18.2	53.3	3.3	90	25
	Authority	78.7	17.3	90.0	32.5	67.0	9.7	74.1	10.4	68.8	11.5		
	Province	73.2	14.1	72.2	14.0	69.4	12.6	72.9	14.0	72.5	15.0		
Science 6	School	91.5	33.9	88.9	66.7	94.4	52.8	84.8	30.3	90.0	6.7	90	25
	Authority	76.9	21.5	93.9	42.4	72.9	20.2	78.0	19.4	75.3	17.5		
	Province	76.3	25.3	78.0	27.1	76.9	29.0	78.8	30.5	77.6	28.6		
Social Studies 6	School	86.4	28.8	100.0	57.1	91.7	41.7	78.8	27.3	83.3	10.0	90	25
	Authority	70.6	15.2	96.7	33.3	69.8	17.1	72.7	14.1	72.1	14.5		
	Province	69.8	18.1	71.4	22.0	72.9	21.7	75.1	23.2	76.2	24.4		

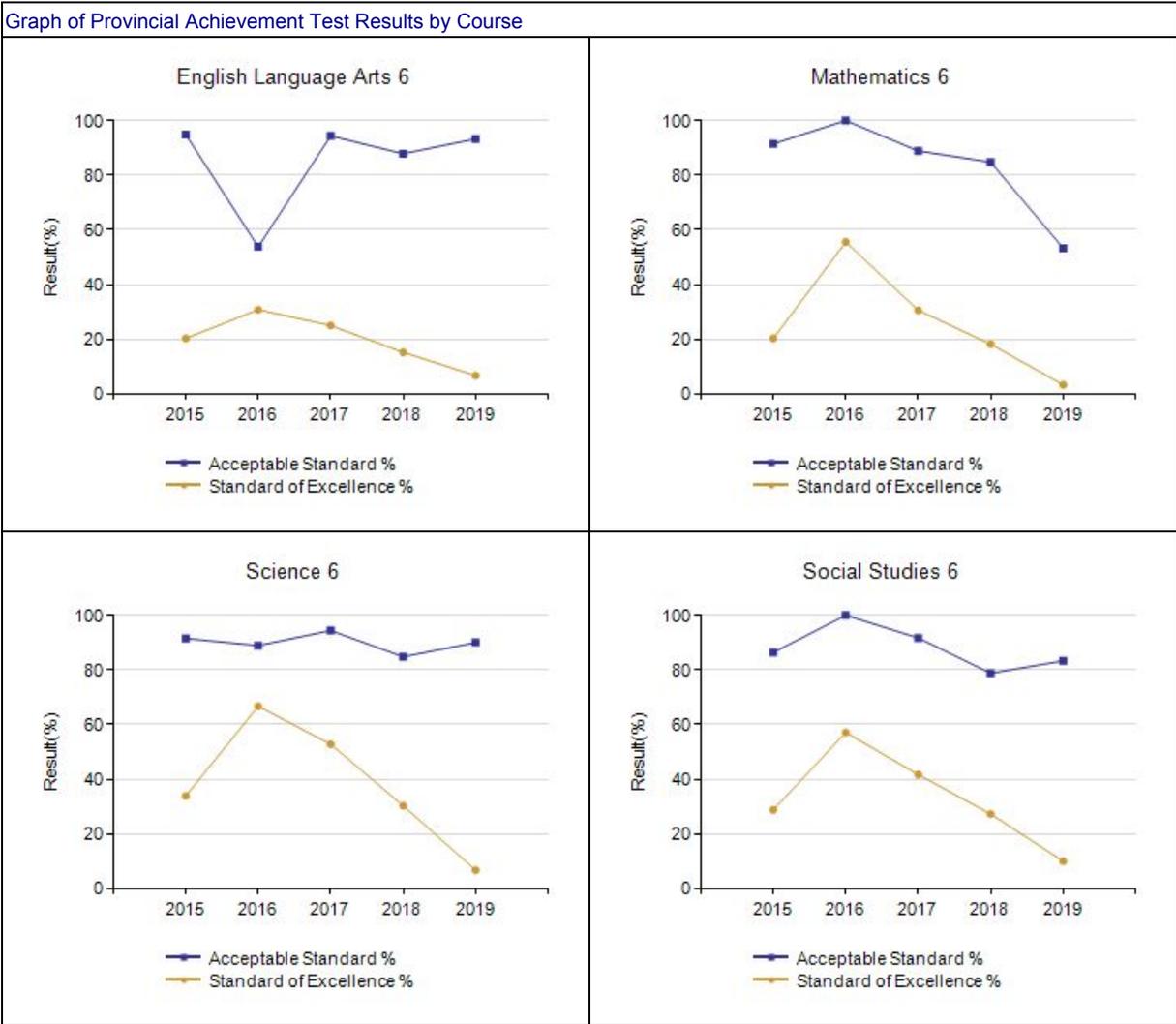
\*June 2019 Provincial Achievement Tests were cancelled in March 2020 by Alberta Education due to the ongoing COVID-19 health crisis.

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
- "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
- Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, respectively.



- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
  2. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.



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

- Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, respectively.

**Comment on Results**

- The average percentage on all PAT's of Timberlea students achieving the acceptable standard (80%) exceeded the provincial average (74%)
- The average percentage on all PAT's of Timberlea students achieving the standard of excellence (6.7%) was well below the provincial average (20.6%)

**Strategies**

Given the COVID-19 outbreak and pandemic of February 2020, we will face as yet unknown challenges in implementing strategies for improvement of student achievement. Classes were cancelled on March 15, 2020 with an unknown date of return to regular classroom activities. However, once this is established, we will continue to conduct yearly PAT item analysis, examine PAT blueprints, and analyze individual student results to determine which knowledge, skills and attitudes require further attention. We will continue to seek ways to increase the number of students performing at the standard of excellence.

Teachers' professional learning is driven by student needs. To determine the needs and areas of growth for Timberlea students, teachers analyze PAT, and CAT-4 data, classroom observations, Fountas and Pinnell Benchmarks in Reading, and analysis of student writing samples. Informed by this data, teachers establish clear learning focuses with the support of school administration:

**June 2019 PAT Item Analysis – Areas for Growth**

**Science** – Aerodynamics and flight, sky science, trees and forests

**Social Studies** – democracy, rights and freedoms, media bias, local jurisdictions, Iroquois Confederacy

**Math** – number operations w/decimals, problem solving, probability, transformation of 2D shapes

**Language Arts** – Informational topics, narratives and poetry

**CAT-4 Basic Skills – Areas for Growth 2018-19**

- Word Analysis (Gr. 2&4)
  - Rhyming words
  - Compound words
  - Contractions
  - Roots and affixes
  - Syllables

Learning Support Strategies

- Literacy - Words their Way, Lexia Core5, Levelled Literacy Intervention, Key Links, Writing Prompt samples, CAT-4 intervention strategies, running records
- Numeracy - Mathletics, Prodigy, CAT-4 intervention strategies, PAT preparation
- Collaborative Response Model strategies, including monthly team meetings, organization of student reading and writing data into colour-coded spreadsheets to track individual student progress.
- Implementation of MicroSociety education model to build real-world skills in government, business, and interpersonal communication

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts 6; Mathematics 6; Science 6; and Social Studies 6.
- Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

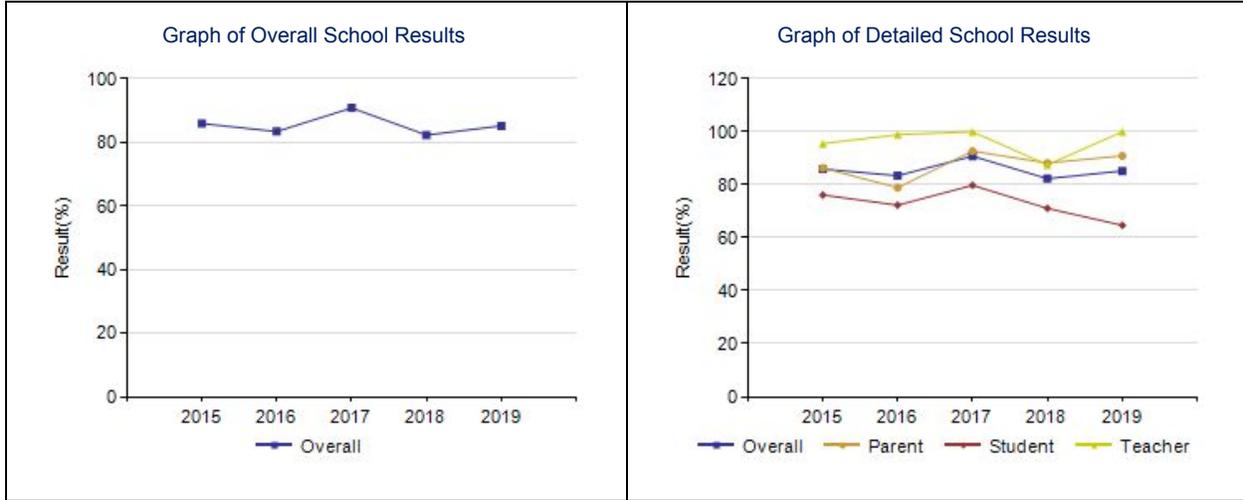
**Outcome One: Alberta's students are successful (cont.)**

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019		2019	Achievement	Improvement	Overall	2020	2021
Percentage of teachers, parents and students who are satisfied that <b>students model the characteristics of active citizenship.</b>	85.9	83.4	90.8	82.3	85.2	85	Very High	Maintained	Excellent	87	88	90

**Citizenship – Measure Details**

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

	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
<b>Overall</b>	85.9	83.4	90.8	82.3	85.2	81.8	81.8	84.9	84.5	86.3	83.5	83.9	83.7	83.0	82.9
<b>Teacher</b>	95.5	98.9	100.0	87.5	100.0	95.4	96.4	96.3	94.8	96.1	94.2	94.5	94.0	93.4	93.2
<b>Parent</b>	86.3	78.9	92.7	88.2	90.9	81.0	81.0	84.0	83.2	86.5	82.1	82.9	82.7	81.7	81.9
<b>Student</b>	76.1	72.3	79.8	71.1	64.7	69.1	67.9	74.6	75.4	76.3	74.2	74.5	74.4	73.9	73.5



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.

**Comment on Results**

- Percentage of those satisfied that students model the characteristics of active citizenship has been consistently very high and maintained over the last 3 years. Timberlea School results for this performance measure were above Provincial results.

**Strategies**

- Implementation of MicroSociety education model to build real-world skills in government, business, and interpersonal communication
- Frequent and effective communication between school and home via weekly parent emails from the principal, regular posts to social media (Facebook, Twitter, Instagram), regular posts on school website, numerous teachers using classroom Facebook pages, Remind and Seesaw apps to communicate with parents, electronic sign, radio spots, and regular maintenance of teacher webpages
- Continue to encourage among Timberlea students and staff support for Terry Fox Foundation, Stuff-A-Bus Food Bank drives, Jump Rope for Heart, Centre of Hope, SPCA, Angel Tree fundraiser for the Salvation Army, to name a few
- PAL trained students under teacher supervision.
- Div 2 lunchtime helpers with Div 1 students at lunch and indoor recess breaks
- Buddy reading programs connecting Division 2 with Division 1 students

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.

**Outcome Two: First Nations, Métis, and Inuit students in Alberta are successful**

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of self-identified FNMI students in Grades 6 who achieved the acceptable standard on Provincial Achievement Tests	*	n/a	*	*	*		*	*	*			

Overall percentage of self-identified FNMI students in Grades 6 who achieved the standard of excellence on Provincial Achievement Tests	*	n/a	*	*	*	*	*	*	*	*	*	*	*
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<p><b>Comment on Results</b></p> <ul style="list-style-type: none"> <li>Current FNMI enrollment at Timberlea School: <ul style="list-style-type: none"> <li>ECDP – 2 students</li> <li>Gr. 1 – 3 students</li> <li>Gr. 2 – 1 student</li> <li>Gr. 3 – 1 student</li> <li>Gr. 4 – 2 students</li> <li>Gr. 5 – 3 students</li> <li>Gr. 6 – 2 students</li> </ul> </li> </ul>
<p><b>Strategies</b></p> <ul style="list-style-type: none"> <li>Attendance of school liaison at district FNMI meetings and other relevant professional learning opportunities to learn strategies and share with Timberlea staff</li> <li>Share information re: FMPSP human resources and material resources with all staff</li> <li>Displays of FNMI cultures and ways of learning in each classroom</li> <li>Promote practice of FNMI ways of learning into all classrooms</li> <li>Acquisition, organization, and maintenance of FNMI teaching and learning resources</li> <li>Invitation of local elders to meet with staff and students to share knowledge, experiences, and stories</li> <li>Celebration of Aboriginal Awareness Week, and Metis Fest each year</li> <li>School-wide commemoration of Orange Shirt Day to acknowledge the trauma experienced in residential schools</li> <li>Posting of FNMI community events on school social media accounts and website</li> </ul>

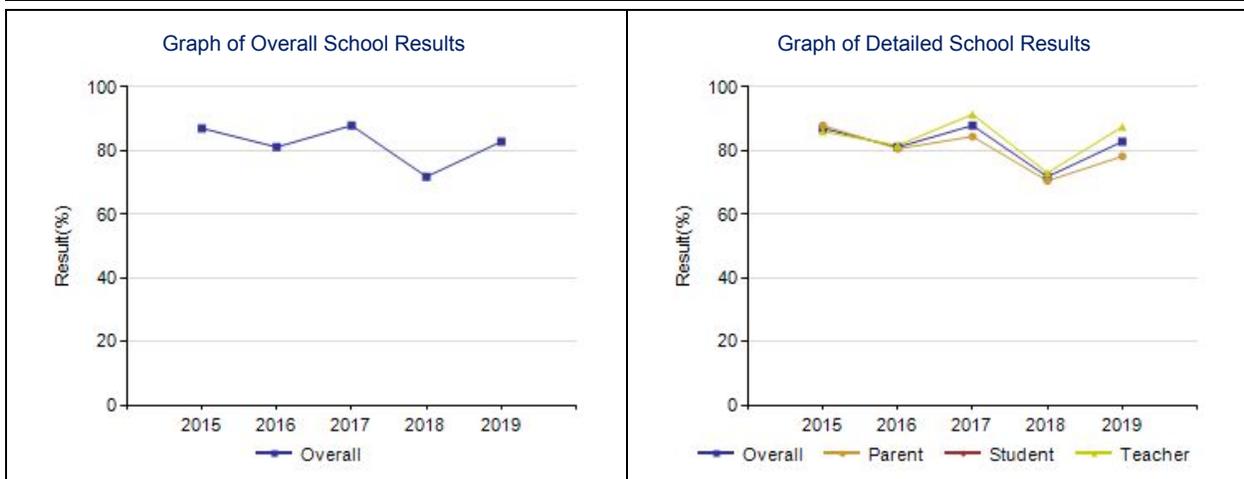
Notes:  
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

**Outcome Three: Alberta has excellent teachers, school leaders, and school authority leaders**

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019		2019	Achievement	Improvement	Overall	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.	87.0	81.1	87.9	71.8	82.8	75	Very High	Maintained	Excellent	84	86	88

**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					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	87.0	81.1	87.9	71.8	82.8	81.0	81.4	84.1	83.3	86.3	81.3	81.9	81.9	81.8	82.2
Teacher	86.0	81.6	91.4	73.0	87.5	85.4	88.6	89.7	89.5	90.1	87.2	88.1	88.0	88.4	89.1
Parent	87.9	80.6	84.4	70.5	78.2	82.9	79.3	82.7	77.8	84.9	79.9	80.1	80.1	79.9	80.1
Student	n/a	n/a	n/a	n/a	n/a	74.6	76.2	79.9	82.6	83.8	76.9	77.5	77.7	77.2	77.4



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.

**Comment on Results**

- Results for this performance measure were greatly improved over the previous year.

**Strategies**

- MicroSociety student government, business ventures, marketplace embedded in school programming
- STEAM class grades 1-6
- Archery Club
- Tech and Trades Academy
- Triple ball, basketball teams
- Knitting Club
- Art Clubs
- Multicultural Night/Week, Family Nights, Spirit Weeks, and Aboriginal Awareness Week
- Virtue assemblies with 7 Sacred Teachings as the focus (Respect, Love, Wisdom, Courage, Honesty, Truth, Humility)
- Integration of Google Apps for Education grades 4-6
- Continue communicating what is happening at Timberlea School through weekly principal-parent emails, PowerSchool parent portal, teacher webpages, Facebook, Twitter, Instagram, SeeSaw web app, local radio spots, and electronic sign.
- Field trips and community-based awareness and fundraising (Citizenship): skiing, tubing, swimming, Stuff-the-Bus, Raise the Roof (Centre of Hope), United Way, SPCA

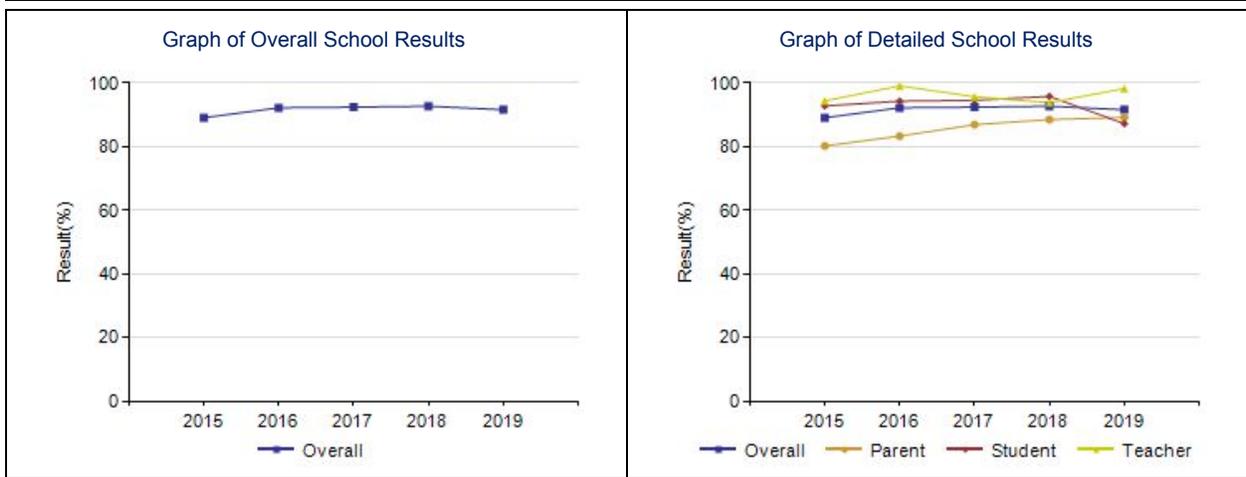
Notes:

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.

**Outcome Four: Alberta's education system is well governed and managed**

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Percentage of teacher, parent and student agreement that: <b>students are safe at school</b> , are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	89.4	87.2	94.9	91.6	89.1	92	Very High	Maintained	Excellent	90	90	90
Percentage of teachers, parents and students satisfied with the <b>overall quality of basic education</b> .	89.1	92.2	92.4	92.7	91.6	92	Very High	Maintained	Excellent	92	92	92
Percentage of teachers and parents who agree that <b>students are taught attitudes and</b>	74.8	89.0	88.3	90.0	90.9	90	Very High	Maintained	Excellent	90	90	90





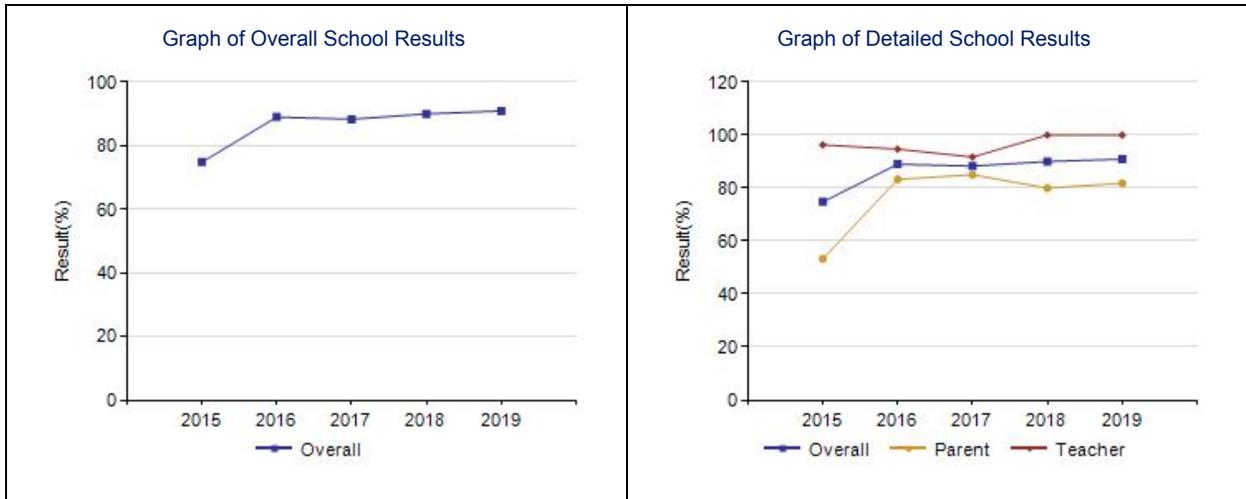
Notes:

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/TFM (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					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
<b>Overall</b>	74.8	89.0	88.3	90.0	90.9	80.4	85.4	84.5	83.9	86.8	82.0	82.6	82.7	82.4	83.0
<b>Teacher</b>	96.3	94.7	91.7	100.0	100.0	91.5	93.6	93.9	94.0	96.6	89.7	90.5	90.4	90.3	90.8
<b>Parent</b>	53.3	83.3	85.0	80.0	81.8	69.3	77.1	75.0	73.8	77.1	74.2	74.8	75.1	74.6	75.2



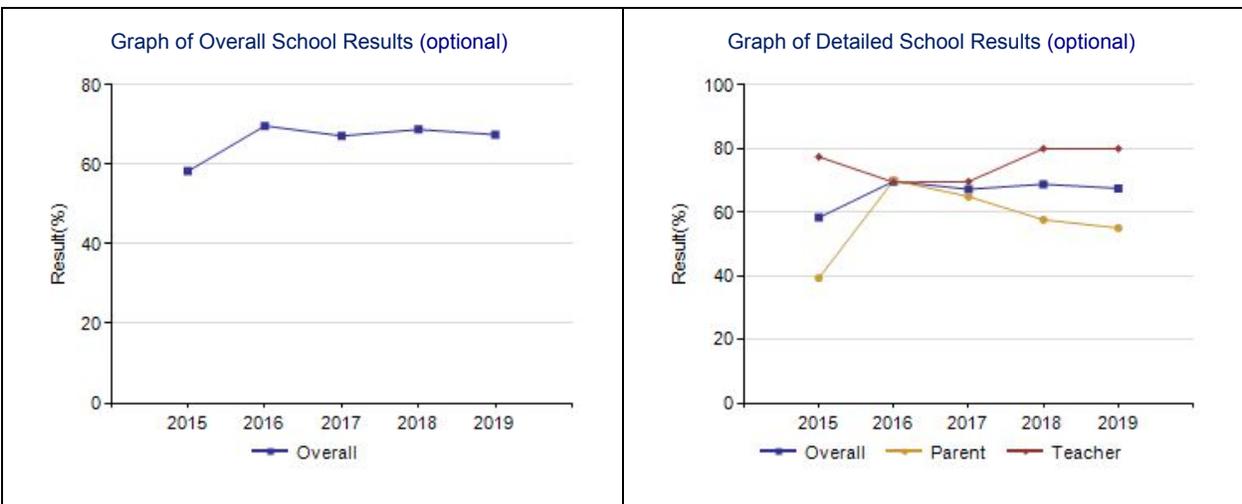
Notes:

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

**Lifelong Learning – Measure Details (OPTIONAL)**

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

	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
<b>Overall</b>	58.3	69.7	67.2	68.8	67.5	70.0	74.6	73.2	73.1	75.2	70.0	70.7	71.0	70.9	71.4
<b>Teacher</b>	77.4	69.4	69.6	80.0	80.0	81.1	81.2	83.3	84.6	85.0	76.0	77.3	77.3	77.8	78.8
<b>Parent</b>	39.3	70.0	64.9	57.6	55.0	58.9	68.1	63.1	61.7	65.3	64.0	64.2	64.8	64.0	64.0

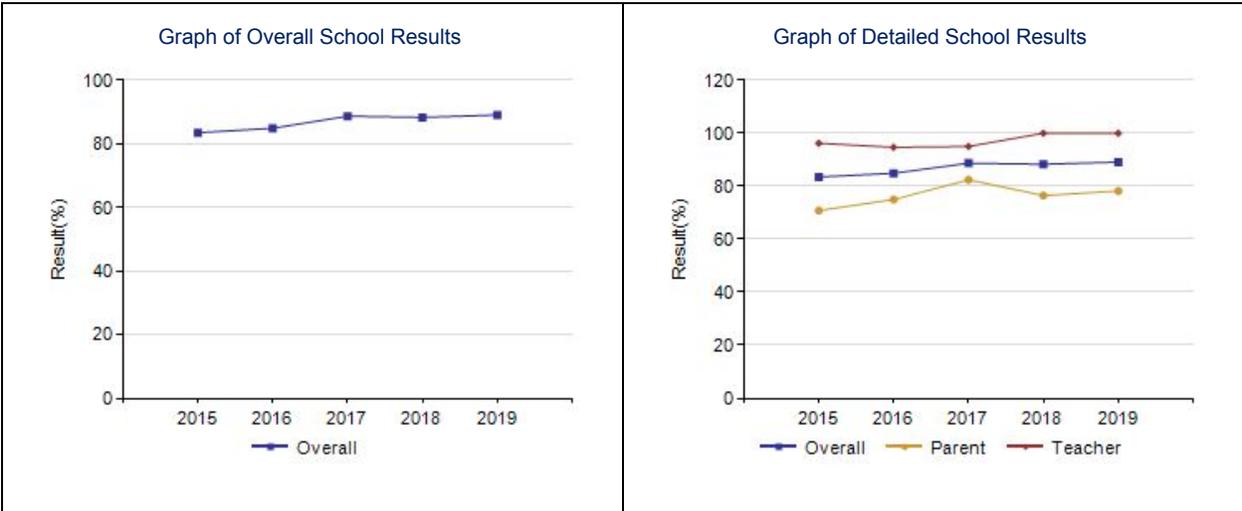


Notes:  
 1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

**Parental Involvement – Measure Details**

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

	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
<b>Overall</b>	83.5	84.9	88.7	88.3	89.1	82.6	82.2	84.7	81.5	86.6	80.7	80.9	81.2	81.2	81.3
<b>Teacher</b>	96.2	94.7	95.0	100.0	100.0	91.0	91.5	91.5	87.7	94.0	88.1	88.4	88.5	88.9	89.0
<b>Parent</b>	70.8	75.0	82.4	76.5	78.2	74.1	72.9	78.0	75.4	79.3	73.4	73.5	73.9	73.4	73.6

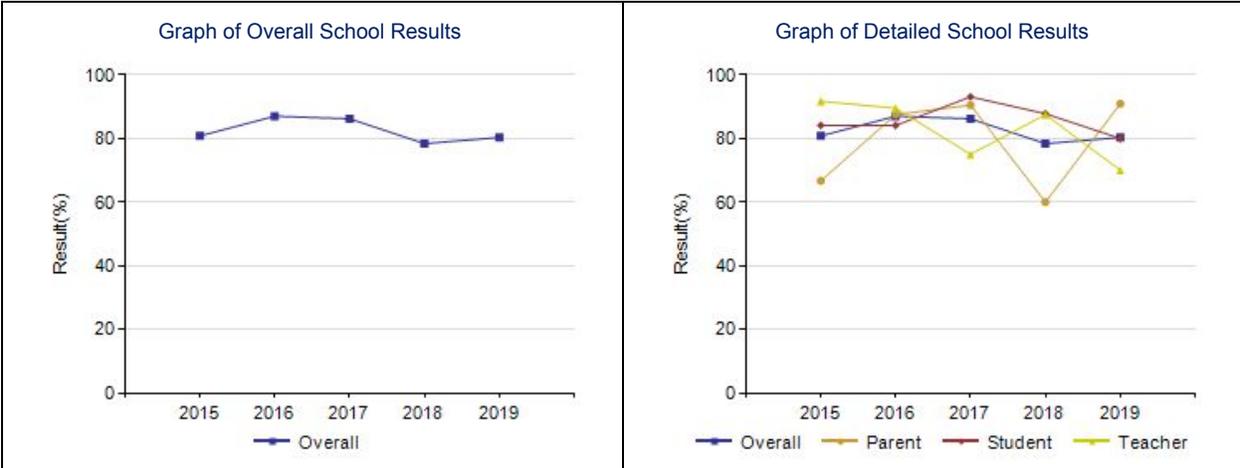


Notes:  
 1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).

**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					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
<b>Overall</b>	80.8	87.0	86.2	78.4	80.3	79.9	80.2	82.4	81.6	83.3	79.6	81.2	81.4	80.3	81.0
<b>Teacher</b>	91.7	89.5	75.0	87.5	70.0	80.9	88.0	85.2	82.6	86.0	79.8	82.3	82.2	81.5	83.4
<b>Parent</b>	66.7	87.5	90.5	60.0	90.9	79.3	73.9	79.0	78.3	80.5	78.5	79.7	80.8	79.3	80.3
<b>Student</b>	84.1	84.1	93.1	87.8	80.0	79.6	78.8	82.8	83.8	83.5	80.7	81.5	81.1	80.2	79.4



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.

**Comment on Results**

- One of the top priorities of Timberlea School is to provide emotional and psychological support to all students. We continue to employ the services of a contracted counselor at 0.5 FTE. This counselor is on site and shared with Fort McMurray Christian School.
- Timberlea School results for all performance measures were on par with Provincial results

**Strategies**

- Implementation of MicroSociety education model to build real-world skills in government, business, and interpersonal communication
- Frequent and effective communication between school and home via weekly principal/parent emails,
- Regular posts to social media (Facebook, Twitter, Instagram), regular posts on school website publicizing classroom activities and special events.
- Numerous teachers using Remind app and Seesaw to communicate with parents, electronic sign, radio spots, and regular maintenance of teacher webpages
- Continue to encourage Timberlea students and staff support for Terry Fox Foundation, Stuff-A-Bus food bank drives, Jump Rope for Heart, Centre of Hope, SPCA, Rock a Thon for Autism Awareness, and Angel Tree fundraiser for the Salvation Army
- Encouragement of students to participate in MicroSociety government, and to meet with school administration to solicit ideas, and to address student concerns
- Zones of Regulation strategies will continue to be employed across all grade levels to help students express their emotions in simple, yet meaningful language
- Lunch time intramurals lead by grade 5 and 6 PAL trained students under teacher supervision.
- Library helpers at lunch and indoor recess breaks
- Buddy reading programs connecting Division 2 with Division 1 students
- Incorporation of the Seven Sacred Teachings into monthly "Virtue Assemblies".
- OurSchool survey results are shared with students, staff and parents to solicit meaningful feedback, establish areas for growth and to plan for meaningful changes to school culture.
- Continue to work with School Council and Timberlea School Parent Association to explore ways to increase meaningful parental involvement in the school.

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.

**APPENDIX – Measure Details (OPTIONAL)**

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.

**Measure Evaluation Reference - Achievement Evaluation**

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

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

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

Notes:

1. The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
2. Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.

### Improvement Table

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

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

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

### Overall Evaluation Table

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

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