



SCHOOL EDUCATION PLAN: RESULTS REVIEW FOR THE 2019-20 SCHOOL YEAR

SCHOOL: James Mowat School **PRINCIPAL:** Stacey Boyko

ELK ISLAND PUBLIC SCHOOLS MISSION STATEMENT:

To teach students how to learn, to prepare each student to achieve his/her best and to assist students in becoming contributing members of society.

ELK ISLAND PUBLIC SCHOOLS' PRIORITIES:

1. Promote Growth and Success for All Learners
2. Enhance High-Quality Learning and Working Environments
3. Enhance Public Education Through Effective Engagement

2019-2020 School Year

STAFF FTE		BUDGET	
Certificated	17.675	Salaries	\$2,341,891
Classified	6.712	SES	\$140,161
		Total	\$2,482,052
		End of Year Surplus/deficit	\$ 30,824

SCHOOL PROFILE AND CONTEXT

James Mowat Quick Facts:

- JMW is a Kindergarten - Grade 6 school serving approximately 402 students from the westernmost part of Fort Saskatchewan.
- JMW staff consists of 19 certificated staff and 12 classified staff.
- French as a second language is taught in grades 4 to 6.
- JMW opened in 1982.

Programming Highlights:

- Our motto is James Mowat “A Caring School”. We pride ourselves on being involved with numerous fundraising initiatives to support a variety of charities.
- Students participate in weekly circles where we focus on citizenship and leadership.
- The SYNC (Seniors and Youth Networking Communities) Program builds important links between elementary-aged children and senior citizens. By taking part in joint visits and activities at Dr. Turner Lodge, students make connections with seniors in our community that foster greater understanding and build relationships.



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- Extracurricular activities include a school choir, handchimes, student council, robotics club, school safety patrol, chess club, volleyball team, basketball team, track team, and a badminton team.

EIPS PRIORITY: Promote Growth and Success for All Learners

Division Outcome: More students achieve a minimum of one year's growth in literacy and numeracy.

SCHOOL GOAL: More students at James Mowat School will achieve one year's growth in their reading ability by the end of the school year.

STRATEGIES/ACTIONS IMPLEMENTED:

Strategies:

- Teachers will use STAR data to guide programming and design instruction.
- We will utilize Leveled Literacy Intervention resources to provide support for striving readers.
- Lead literacy teachers will build capacity through coaching and mentoring.
- Focused professional learning opportunities for staff will be utilized to support the implementation of Reader's Workshop.
- Our Grade 1/2 Literacy Program will continue to provide targeted support for all Grade 1/2 students.
- School wide writing prompts and co-creating criteria will be used to inform writing instruction.

RESULTS ACHIEVED:

- STAR results indicated significant growth. From September to February our students gained on average 0.71 years growth.
- Our Leveled Literacy Intervention program worked with over 30 students in grades 1 to 6 prior to the halt of in person classes. Students in division 2 attained an average growth of 0.53 years during the course of LLI based on STAR.
- Our lead teachers presented professional development on the writing continuum, co-creating criteria, and Reader's Workshop. Lead teachers collaborated with staff to jointly present lessons.
- Based on positive feedback from our staff, our Grade 1/2 Literacy Program continued to provide strong targeted support for all of our grade 1 and 2 students.
- With the support of our lead teachers our staff incorporated co-created criteria and the writing continuum to provide essential feedback to our students in our monthly school-wide writing prompts.



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- To enhance student literacy and support our book club approach, staff identified areas of need and additional print resources were subsequently added to our reading collection. Grade 1 to 3 classroom collections were reorganized centrally to ensure appropriate resources are available for all students.
- Although there were no PATs in the spring of 2020, our four-year average has been trending in a positive direction.

EIPS PRIORITY: Promote Growth and Success for All Learners

Division Outcome: More students achieve a minimum of one year's growth in literacy and numeracy.

SCHOOL GOAL: Students at James Mowat School will demonstrate increased achievement in numeracy.

STRATEGIES/ACTIONS IMPLEMENTED:

Strategies:

- Teachers will continue to analyze the MIPI data to assess students' math skills and determine areas that may require further focus.
- Math benchmarking will be completed for students who score less than 60% on the MIPI to identify areas of strength and the next steps needed to assist with programming.
- Differentiated instruction will be used to help students build their individual understanding of math concepts.
- We will refine the use of student math manipulative kits to support concept development.
- Integration of math games, strategies, and algorithms to increase proficiency with foundational math skills.

RESULTS ACHIEVED:

- Teachers utilized the MIPI to identify areas of need.
- Students benefited from a variety of strategies to provide differentiated instruction.
- Math lead teachers worked with our district consultant to plan and implement our inaugural Schoolwide Math Day. Students responded very positively to this event and are looking forward to its return this year.
- Individual student math manipulative kits were evaluated, and additional items were added to the kits to support student learning.
- Although there were no PATs in the spring of 2020, our four-year average has been trending in a positive direction.

EIPS PRIORITY: Enhance High-Quality Learning and Working Environments



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Division Outcome: Our learning and working environments are welcoming, caring, respectful, and safe.

SCHOOL GOAL: Students at James Mowat School are responsible, respectful citizens who demonstrate leadership.

STRATEGIES/ACTIONS IMPLEMENTED:

Strategies:

- Schoolwide circle time focusing on collaboration, leadership, and citizenship.
- Use of buddy classes to facilitate multi grade connections between students to develop leadership skills and build a sense of community.
- Participation in the Boys and Girls Club mentorship program to provide additional support for students.
- Enhance First Nations, Métis and Inuit programming by working closely with district consultants and elders.
- Build bridges between students and seniors in our community through our SYNC program.

RESULTS ACHIEVED:

- Our schoolwide circles provided authentic leadership opportunities for our grade 6 students as they led conversations around citizenship, First Nations, Metis and Inuit sacred teachings, and special events. Along with leadership, circles continued to build a sense of community for our students while providing them the opportunity to forge relationships with students from a variety of grades and ages.
- Buddy classes generated additional opportunities for students to build connections between grades and share their learning.
- The Boys and Girls Club Mentorship program continued to provide support for students.
- We celebrated our last year with Elder Wilson and honored his teachings in our planning for our outdoor classroom. Working with our district consultant we planned and participated in professional development. Our First Nations, Metis, and Inuit Artist in Residence and our Giant Floor Map schoolwide activities were cancelled when we transitioned to online learning.
- We continued our twice monthly SYNC visits to Dr. Turner Lodge where students and seniors had an opportunity to complete activities, enjoy some snacks, and build relationships. We were happy to welcome additional staff who volunteered to plan and participate in this worthwhile program.



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Reflecting on your data, what was your greatest success?

We had several successes both during the in-school part of the year and the online programming. During the in-school part of the year we continued to focus on literacy, numeracy, and citizenship. Our strong focus on literacy programming continues to be a cornerstone of our school. Our literacy leads are instrumental in spearheading professional development opportunities and providing targeted support for students. Their enthusiasm and commitment to enhancing achievement and their ability to collaborate with our district consultant has positively impacted programming. Our STAR results clearly inform our practice and allow us to target students who may require additional assessments or support. LLI has been utilized throughout grades 1 through 6. This program provides targeted intervention for striving readers and facilitates partnerships with parents by providing daily home reading activities. Our Grade 1/2 literacy program tailors reading instruction by grouping students from numerous classrooms. Both programs allow us to target our interventions and enhance literacy. We have also made a significant addition to our classroom libraries to support our reading programs. Augmenting writing instruction and improving student writing is another area we have prioritized. The utilization of monthly schoolwide writing prompts along with co-creating criteria utilizing the writing continuum has been instrumental in writing instruction. In conjunction with ongoing school based professional development opportunities and numerous collaborative opportunities to discuss and align writing programming, we have made our approach to writing more cohesive.

Along with literacy we continued to drive numeracy programming forward. We utilized data from the Math Intervention Programming Instrument (MIPI) to identify strands that require additional learning opportunities and students who required additional assessment through a Math Benchmark. This information was also used to inform instruction and develop interventions. Staff utilized a range of differentiation strategies such as guided math framework and small group instruction to further support individual student needs. This allowed us to tailor our approach to programming and target areas that are proving particularly challenging for students. Another strategy to support differentiated learning and concept attainment was the enhanced use of math manipulatives. Staff utilized collaborative time to evaluate student math kits and make recommendations for additional items. We then supplemented individual student kits to allow students to have timely access to math manipulatives. Along with a focus on differentiation and use of math manipulatives, we continued to make number sense a priority and staff continued to find new and interesting ways to motivate students to further develop their number sense. A few of the creative strategies staff utilized included using different games and tracking systems. Another initiative we embraced was our inaugural school-wide Math Day to celebrate math achievement and promote the idea that math is fun.



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Citizenship and supporting leadership opportunities continued to be a priority at our school. Our school community, often spearheaded by our student council, embraced a number fundraising events to benefit local charities. We worked closely with the local food bank to organize a Kraft Dinner domino event. Our grade 6 students designed and constructed an elaborate Kraft Dinner domino labyrinth for the whole school to enjoy. This event was one of the highlights of the school year and the student cheers as the last domino fell echoed through the halls. Ultimately, students donated 1162 boxes of Kraft Dinner or approximately 3 boxes for every Christmas Hamper delivered. We also continued to support the Smiles from Spencer Foundation with our Valentine's Day Nail Manicure. Students who participated in this event made donations to have their nails painted by student council members. Although weekly circles were utilized for only part of the year, they were the foundation for providing student leadership opportunities and citizenship. During circles, our grade 6 students led their own circle of multi grade students in a variety of activities and discussions. We also had a number of special presentations during circles including Fort Saskatchewan Library, presentations of The Seven Sacred Teachings, and Orange Shirt Day. Student groups and clubs not only provide the opportunity to learn new skills but further augment leadership opportunities at our school. Student Union, chess club, lego robotics club and numerous sporting teams exemplify these opportunities. To help build a sense of community we also organized buddy classes. Each set of buddy classes completed several projects and activities throughout the year to build multi grade connections between students. We continue to work closely with our district consultant to support First Nations, Metis and Inuit programming. After numerous collaborative planning sessions with a variety of stakeholders, our outdoor classroom was completed over the summer. The resulting space features a circular rock formation framed by a kaleidoscope of native shrubs nestled between towering spruce trees. This space is welcoming and invites meaningful dialog and discussions. Another important program we embraced was our involvement with SYNC. This program continued to allow us to build multi-generational connections with the seniors in our community through ongoing interactions. Our ongoing focus on preparing students for the world of work resulted in an expanded Career Day. In addition to our grade 4 students, last year's Career Day included our Grade 5 and 6 students which allowed us to feature a wider range of guest presenters in a format that facilitated small group presentations followed by a career fair event in the gym. Our presenters focused on education requirements and the activities in a typical day at work. This clearly introduced our students to the world of work and helped prepare them for the expectations of the work world. This event was a highlight for many of our students. Our School Advisory Council continue to provide not only generous financial support but also organized several special events at our school. In addition they spearheaded our hot lunch program which was very popular with students and staff.



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Although the quick transition to online programming was challenging; students, staff and parents worked diligently to build successes. After we transitioned to online programming, we continued to work closely with our learning community through virtual parent council meetings, newsletters and additional opportunities to support student learning. A variety of engaging and motivating activities were developed to build on the established classroom routines, and student participation in synchronous sessions was typically very strong. To enhance support during online learning, educational assistants were assigned to each classroom and worked closely to provide additional synchronous support. Staff demonstrated their commitment to outstanding programming using both synchronous and asynchronous activities and embraced the new instructional platform.

Reflecting on your data was your greatest opportunity for growth?

While transitioning to online learning was challenging it was also a great opportunity for growth. Our staff worked collaboratively to develop engaging activities that could be utilized in the online learning environment. We continue to reflect on our online programming and build our skills with a range of new software programs. We have received strong support from our online technology consultants and have allocated resources to facilitate ongoing professional development sessions for all teachers. Each session is scheduled with grade group teaching partners to tailor sessions to enhance learning.

Students returning to in person programming creates several opportunities for growth. We are planning to continue to focus on literacy and numeracy to support learners and are especially cognizant of learners who are finding the transition back to in person learning challenging. We are addressing these challenges with our Leveled Literacy Intervention (LLI) and have implemented a Math Intervention Program (MIP). Both interventions provide targeted small group support while adhering to the cohort model. To this end, we are providing LLI support for selected students for one month in each classroom from Grade 1 to 6. We are encouraged by the ongoing success and support for this program. Our MIP will support classes from Grade 2 to 6. This program is built on teachers monitoring progress and parents supporting the out of class component. Our model provides 1 week of daily instruction followed by 2 weeks of at home practice. We are planning to utilize 3 cycles of instruction followed by practice. Along with utilizing LLI and our MIP with students, our leads in these areas will continue to support staff through ongoing professional development. This professional development will also be complemented by our continued support for collaborative opportunities for staff to develop strategies and align programs. First Nations, Metis and Inuit programming will continue to be a priority and we intend to work closely with our consultants to adapt our programming to adhere to the cohort model and explore the integration of the outdoor classroom.



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Although the safety measures implemented this year may impact the ability for parents to become involved in a number of the traditional activities and special events at our school, we intend to continue to engage parents in our learning community. We will strongly promote our parent council online meetings and continue to explore ways for parents to be involved. Along with schoolwide newsletters and school messenger emails, staff will continue to engage parents by providing ongoing communication. These messages will also highlight our focus on preparing students for the world of work as this will continue to be a priority. Although we may have to significantly adapt our Career Day, we plan to build on this success with ongoing developmentally appropriate dialog to inform and support students regarding the world of work and work expectations. We appreciate the commitment of our parent council who continue to support the great work that goes on at our school. At our first parent council meeting, they discussed ways to further engage our parents and support our students.

Ministry Performance Measures 2019-20

EIPS Priority: Promote Growth and Success for All Students

Measures below are cut and pasted from Alberta Education Accountability Pillar - School Three Year Plan

Combined May 2020 Accountability Pillar Overall Summary

Measure Category	Measure	James Mowat 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	83.7	82.7	86.6	89.4	89.0	89.2	Intermediate	Maintained	Acceptable
Student Learning Opportunities	Program of Studies	85.0	87.8	87.0	82.4	82.2	82.0	Very High	Maintained	Excellent
	Education Quality	91.0	97.5	92.6	90.3	90.2	90.1	Very High	Maintained	Excellent
	Drop Out Rate	n/a	n/a	n/a	2.7	2.6	2.7	n/a	n/a	n/a
Student Learning Achievement (Grades K-9)	High School Completion Rate (3 yr)	n/a	n/a	n/a	79.7	79.1	78.4	n/a	n/a	n/a
	PAT: Acceptable	n/a	95.3	88.9	n/a	73.8	73.6	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	PAT: Excellence	n/a	31.1	26.8	n/a	20.6	20.0	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	83.6	83.4	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	24.0	23.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	56.4	56.3	55.6	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	66.6	64.8	63.5	n/a	n/a	n/a
	Transition Rate (6 yr)	n/a	n/a	n/a	60.1	59.0	58.5	n/a	n/a	n/a
	Work Preparation	65.7	64.5	70.0	84.1	83.0	82.7	Very Low	Maintained	Concern
Parental Involvement	Citizenship	74.6	78.0	81.7	83.3	82.9	83.2	Intermediate	Declined	Issue
Parental Involvement	Parental Involvement	73.4	71.7	76.2	81.8	81.3	81.2	Low	Maintained	Issue
Continuous Improvement	School Improvement	76.6	79.3	78.5	81.5	81.0	80.9	High	Maintained	Good

Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.

		Results (in percentages)										Target	
		2016		2017		2018		2019		2020		2020	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	91.1	22.2	90.0	16.0	91.3	15.2	98.1	17.0	n/a	n/a		
	Authority	90.7	26.1	92.2	24.1	94.6	26.4	94.2	24.7	n/a	n/a		
	Province	82.9	20.4	82.5	18.9	83.5	17.9	83.2	17.8	n/a	n/a		
French Language Arts 6 année	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	83.3	7.8	90.1	13.9	90.5	10.8	93.3	23.3	n/a	n/a		
	Province	87.7	14.2	85.1	13.5	85.2	12.3	87.7	15.7	n/a	n/a		
Français 6 année	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	91.4	17.2	92.1	21.6	93.3	23.1	90.3	24.6	n/a	n/a		
Mathematics 6	School	80.0	20.0	76.0	18.0	84.8	17.4	92.5	18.9	n/a	n/a		
	Authority	81.6	16.9	80.7	17.8	87.0	20.9	86.5	22.8	n/a	n/a		
	Province	72.2	14.0	69.4	12.6	72.9	14.0	72.5	15.0	n/a	n/a		
Science 6	School	91.1	51.1	84.0	34.0	93.5	37.0	94.3	49.1	n/a	n/a		
	Authority	88.7	39.7	88.4	42.0	91.3	45.0	88.3	44.4	n/a	n/a		
	Province	78.0	27.1	76.9	29.0	78.8	30.5	77.6	28.6	n/a	n/a		
Social Studies 6	School	80.0	42.2	84.0	34.0	82.6	26.1	96.2	39.6	n/a	n/a		
	Authority	80.5	28.6	85.3	32.3	88.5	35.3	87.4	35.1	n/a	n/a		
	Province	71.4	22.0	72.9	21.7	75.1	23.2	76.2	24.4	n/a	n/a		
English Language Arts 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	84.5	18.9	86.1	17.6	85.6	18.0	83.0	17.3	n/a	n/a		
	Province	77.0	15.2	76.8	14.9	76.1	14.7	75.1	14.7	n/a	n/a		
K&E English Language Arts 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	71.1	13.2	62.5	9.4	65.1	4.7	73.9	0.0	n/a	n/a		
	Province	59.8	6.2	58.8	5.9	55.7	5.9	57.4	5.4	n/a	n/a		
French Language Arts 9 année	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	77.2	10.5	83.8	5.4	87.7	11.1	91.0	9.0	n/a	n/a		
	Province	83.0	10.8	83.1	11.2	81.4	9.8	82.9	12.3	n/a	n/a		
Français 9 année	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		

	Province	86.4	26.8	88.9	26.1	82.7	22.3	88.6	26.0	n/a	n/a		
Mathematics 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	75.0	18.1	77.5	19.4	69.3	19.4	69.9	24.4	n/a	n/a		
	Province	67.8	17.5	67.2	19.0	59.2	15.0	60.0	19.0	n/a	n/a		
K&E Mathematics 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	82.5	7.0	80.0	15.6	59.7	13.4	82.1	15.4	n/a	n/a		
	Province	61.2	13.0	57.5	13.3	57.4	13.6	59.6	13.2	n/a	n/a		
Science 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	82.1	28.0	82.4	26.0	83.8	26.8	84.7	33.1	n/a	n/a		
	Province	74.2	22.4	74.0	21.4	75.7	24.4	75.2	26.4	n/a	n/a		
K&E Science 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	78.0	24.4	80.6	22.6	80.6	16.7	86.4	4.5	n/a	n/a		
	Province	63.8	14.3	63.9	13.3	64.6	12.3	61.7	10.7	n/a	n/a		
Social Studies 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	72.7	21.8	76.4	24.7	76.5	25.9	77.5	26.9	n/a	n/a		
	Province	64.7	18.0	67.0	20.2	66.7	21.5	68.7	20.6	n/a	n/a		
K&E Social Studies 9	School	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Authority	73.9	26.1	64.5	16.1	75.0	21.9	61.5	11.5	n/a	n/a		
	Province	58.0	11.6	56.3	12.7	55.2	14.2	55.9	15.0	n/a	n/a		

Citizenship – Measure Details

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.															
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	83.8	84.5	82.4	78.0	74.6	79.8	80.1	80.5	80.0	80.3	83.9	83.7	83.0	82.9	83.3
Teacher	87.5	95.9	95.3	88.4	80.0	94.1	94.1	94.1	93.0	93.8	94.5	94.0	93.4	93.2	93.6
Parent	83.6	77.1	75.5	67.5	76.4	75.0	75.4	75.4	75.1	76.8	82.9	82.7	81.7	81.9	82.4
Student	80.4	80.4	76.4	78.2	67.5	70.3	70.6	72.0	71.7	70.2	74.5	74.4	73.9	73.5	73.8

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				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	65.7	68.3	77.1	64.5	65.7	77.8	79.0	77.8	80.7	81.2	82.6	82.7	82.4	83.0	84.1
Teacher	76.9	86.7	94.1	78.9	72.2	89.0	90.7	89.4	89.4	91.0	90.5	90.4	90.3	90.8	92.2
Parent	54.5	50.0	60.0	50.0	59.1	66.6	67.3	66.2	72.1	71.4	74.8	75.1	74.6	75.2	76.0

Lifelong Learning – Measure Details

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

	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	37.1	48.6	46.1	50.0	54.1	64.9	65.7	65.5	67.6	68.1	70.7	71.0	70.9	71.4	72.6
Teacher	54.2	70.0	58.8	57.1	68.8	72.7	75.0	74.1	75.4	78.1	77.3	77.3	77.8	78.8	80.6
Parent	20.0	27.3	33.3	42.9	39.5	57.0	56.3	56.9	59.8	58.1	64.2	64.8	64.0	64.0	64.6

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				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	82.6	88.5	84.7	87.8	85.0	83.4	83.3	82.7	82.9	83.2	81.9	81.9	81.8	82.2	82.4
Teacher	89.0	92.4	95.5	88.6	92.2	91.0	90.4	90.0	90.7	90.9	88.1	88.0	88.4	89.1	89.3
Parent	76.1	84.6	74.0	87.1	77.7	81.0	80.0	79.0	78.4	79.0	80.1	80.1	79.9	80.1	80.1
Student	n/a	n/a	n/a	n/a	n/a	78.3	79.5	79.2	79.6	79.8	77.5	77.7	77.2	77.4	77.8

Parental Involvement – Measure Details

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

	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	68.9	81.0	75.9	71.7	73.4	78.1	78.1	78.4	77.7	78.9	80.9	81.2	81.2	81.3	81.8
Teacher	86.9	100.0	96.4	88.4	88.8	88.2	89.2	89.7	88.7	90.3	88.4	88.5	88.9	89.0	89.6
Parent	50.9	62.1	55.3	55.0	57.9	67.9	67.0	67.2	66.7	67.6	73.5	73.9	73.4	73.6	73.9

Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.															
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	89.7	90.2	90.2	97.5	91.0	88.5	89.3	88.9	89.9	89.5	90.1	90.1	90.0	90.2	90.3
Teacher	93.6	98.9	99.0	100.0	95.4	95.9	96.4	96.2	96.4	96.8	96.0	95.9	95.8	96.1	96.4
Parent	77.3	71.8	83.1	93.8	82.6	84.1	85.7	83.6	85.7	85.7	86.1	86.4	86.0	86.4	86.7
Student	98.2	100.0	88.5	98.7	94.9	85.4	85.8	86.8	87.6	86.1	88.0	88.1	88.2	88.1	87.8

Safe and Caring – Measure Details

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.															
	School					Authority					Province				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	86.8	88.6	88.4	82.7	83.7	87.7	88.1	88.1	88.2	88.6	89.5	89.5	89.0	89.0	89.4
Teacher	90.5	98.6	97.6	93.5	83.1	94.8	95.1	95.8	94.6	94.7	95.4	95.3	95.0	95.1	95.3
Parent	87.3	77.1	88.0	72.5	88.0	87.4	87.3	86.9	87.1	89.1	89.8	89.9	89.4	89.7	90.2
Student	82.6	90.0	79.5	82.1	79.9	81.0	81.8	81.6	82.9	82.0	83.4	83.3	82.5	82.3	82.6

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				
	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020	2016	2017	2018	2019	2020
Overall	86.3	81.0	75.4	79.3	76.6	80.0	80.2	79.5	81.0	80.2	81.2	81.4	80.3	81.0	81.5
Teacher	84.6	100.0	82.4	83.3	72.2	82.9	84.3	81.8	80.8	84.4	82.3	82.2	81.5	83.4	85.0
Parent	81.8	42.9	66.7	75.0	72.7	77.5	76.7	76.1	79.5	74.9	79.7	80.8	79.3	80.3	80.0
Student	92.6	100.0	77.1	79.5	84.7	79.5	79.5	80.7	82.7	81.3	81.5	81.1	80.2	79.4	79.6