



École Routhier School

**Annual Education Results Report
2022-2023**



About Us

École Routhier School is located in the Francophone-based community of Falher, Alberta which is located in the Municipal District of Smoky River No. 130, along Highway 49. École Routhier School is situated in the heart of northwestern Alberta's Smoky River region which is an area comprised of approximately 5,000 residents and is predominantly driven by agriculture and apiculture sectors as well as the oil and gas industry.

With a student population of approximately 210 students, the school prides itself on an ability to offer quality instruction to students from ECS to Grade 6 in a dual track program of French Immersion and an English program.

Principal's Message

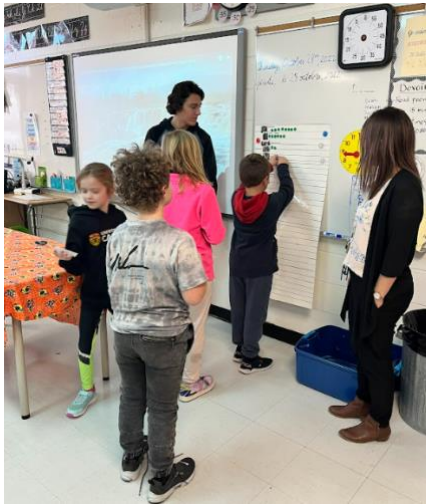
The École Routhier School team's vision is to inspire lifelong learning through respect and support in a positive environment. The staff and stakeholders work very hard to provide strategies to meet the needs of all students with a primary focus on building a culture and climate that will ensure quality education for all at École Routhier School.

Our mission is that all staff and student will achieve success. This mission prioritizes building an inclusive environment rich in numeracy and literacy for all students. In addition, enhancing teacher's efficacy by providing professional development in areas of new curriculum, assessment, differentiation, and best practices to increase teachers' capacity for quality instruction. Establishing quality relationships will involve building partnerships with parents and the community to enrich student's learning and experiences in school. Incorporated in this mission is building an understanding and appreciation of the FNMI culture and continuing to strive towards reconciliation.

The administration at École Routhier School are committed to using all data collected to address any issues or concerns that have been identified through results. We are thankful to the entire staff's dedication, setting high standards, their commitment to professional development, and their vested interest in our students' achievement. The staff continues to work collaboratively to provide a quality

education to our students as well as contributing to a positive learning environment. The Routhier team recognizes that to teach, we must constantly learn. We eagerly anticipate every opportunity to further our knowledge and development.

Our parents who form the School Council have been actively working with the school community to understand the needs of students and parents. The council continues to seek new opportunities for the participation of parents in the education of their children and plans to offer workshops, informational sessions and stimulate interest through social events over the course of the school year.



Fall 2023 Required Alberta Education Assurance Measures - Overall Summary

Assurance Domain	Measure	Routhier School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	87.1	91.5	91.5	84.4	85.1	85.1	n/a	Declined	n/a
	Citizenship	85.2	88.7	87.2	80.3	81.4	82.3	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	54.2	76.0	n/a	63.3	64.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	12.5	4.0	n/a	16.0	17.7	n/a	Low	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	80.3	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	21.2	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	86.0	95.3	92.3	88.1	89.0	89.7	Intermediate	Declined	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	86.5	90.3	90.3	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	80.0	84.4	84.4	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	66.3	72.4	80.9	79.1	78.8	80.3	Very Low	Declined	Concern

Fall 2023 Required Alberta Education Assurance Measures - Overall First Nation, Métis, and Inuit Summary

Assurance Domain	Measure	Routhier School (FNMI)			Alberta (FNMI)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	3-year High School Completion	n/a	n/a	n/a	57.0	59.5	59.1	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	71.3	68.0	67.0	n/a	n/a	n/a
	PAT: Acceptable	*	*	n/a	40.5	43.3	n/a	*	n/a	n/a
	PAT: Excellence	*	*	n/a	5.5	5.9	n/a	*	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	74.8	68.7	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	11.3	8.5	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
3. 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 (Grades 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
4. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
7. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
8. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

Citizenship

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.																																	
	School										Measure Evaluation			Authority										Province									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	124	76.2	137	85.7	100	89.2	102	88.7	97	85.2	Very High	Maintained	Excellent	944	73.2	1,084	78.3	876	80.3	993	77.8	994	74.6	265,614	82.9	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3
Parent	11	78.2	36	79.4	13	85.5	9	80.0	11	67.3	Intermediate	Maintained	Acceptable	157	69.1	177	73.0	89	71.0	95	73.6	98	68.7	35,247	81.9	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4
Student	97	64.2	87	80.5	71	88.3	78	94.2	73	95.9	Very High	Improved	Excellent	620	64.4	714	72.0	605	76.3	721	69.6	736	66.8	197,090	73.5	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3
Teacher	16	86.3	14	97.1	16	93.8	15	92.0	13	92.3	High	Maintained	Good	167	86.0	193	90.0	182	93.4	177	90.3	160	88.4	33,277	93.2	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3

Comments on Results

Results continue to exceed the provincial average for students and teachers. Overall, we have maintained a high level of satisfaction with attitudes and behaviors taught at Routhier. Student results have continued to increase and are significantly higher than the provincial average. Efforts to continually infuse our core values and provide students with numerous opportunities to participate and display characteristics of active citizenship continue to be reflected in the positive results. We will continue to encourage leadership opportunities for all students.

Several forms of instruction have taken place in this area of the year. Zones of Regulation, Grandfather Teachings, Dare to Care Strategies, and classroom discussions regarding Routhier's core values are consistently integrated into classroom discussions to ensure students understanding these characteristics and have opportunities to discuss and develop strategies. Leadership opportunities for Division II students also allowed students to apply the skills and strategies learned. For example, leading school assemblies, Reading-Buddies, Garbage Busters, recycling, Friendly-Helpers, and Roots of Empathy are some of the ways students contribute to the school. Anti-bullying week and Pink Shirt Day allow more opportunities for teachers to re-visit our core values and apply them to situations. Staff have actively recognized these great characteristics by sending home the 'Routhier Shoutout' cards for students to share with their parents their active contributions to our school.

Students have been active participants in raising money for the Terry Fox Foundations, Dictée PGL, Jump Rope for Heart, Diabetes Awareness, Kindness Project, and the food bank. Each class has contributed to supporting other causes like Valentines for Seniors, Hats on for Mental Health, and National Child's Day. Students were able to go the Villa Beausejour and preform for the seniors.

The school is dedicated to making sure that students are exposed to modeling of active citizenship and have welcomed students from Georges P. Vanier weekly to mentor students as well as volunteer for track and field.



Student Learning Engagement

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

	School										Authority										Province												
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	100	87.6	102	91.5	97	87.1	n/a	Declined	n/a	n/a	n/a	n/a	n/a	877	83.1	993	85.3	994	82.8	n/a	n/a	n/a	n/a	230,956	85.6	249,740	85.1	257,214	84.4
Parent	n/a	n/a	n/a	n/a	13	89.7	9	96.3	11	87.9	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	90	79.2	96	90.9	98	84.9	n/a	n/a	n/a	n/a	30,994	89.0	31,694	88.7	31,862	87.3
Student	n/a	n/a	n/a	n/a	71	73.0	78	78.2	73	76.0	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	605	74.1	720	71.0	736	69.3	n/a	n/a	n/a	n/a	169,789	71.8	187,102	71.3	193,029	70.9
Teacher	n/a	n/a	n/a	n/a	16	100.0	15	100.0	13	97.4	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	182	96.1	177	94.1	160	94.3	n/a	n/a	n/a	n/a	30,173	96.0	30,944	95.5	32,323	95.1

Comments on Results



Results continue to be above the provincial average but have slightly decreased from the previous year. École Routhier teacher immerse students in various learning engagements that provide them with multiple perspectives and opportunities to grow and learn from these experiences. In conjunction with our Indigenous Education Coach's support, teachers have integrated the Indigenous perspective throughout the curriculum (Grandfather Teachings, First Nations storytelling, Jigging, Medicine Wheel, Land Based Learning- Tipi Teaching, Hunting and Trapping, Meat Smoking and preparing, Flora and Fauna of the area, the Blanket Exercise, and dog sledding). Teachers also combine the use of art, music, and technology throughout the curriculum enabling student to connect to the curriculum skills and concepts.

Teachers incorporate French language culture into the classroom through a variety of presentations and experiences (Mani-Musical, Le Voyageur, French music workshop, The Maple Man (La Grande Coulee), Le Lever du Drapeau, Le Carnaval de St. Isidore, Uni théâtre, and DELF). These are ways to support building French vocabulary in students as well as Buddy Reading, where older students read with a younger student. The "Les Alphas" program continues in Maternelle and 1e année, which has had a tremendous impact for our students.

Grades one through three continue to use programs like Heggerty Literacy program to move student learning forward. Teachers utilize the various provincial screens and divisional benchmarks to inform their instruction and develop engaging activities and strategies to grow student learning.



Program of Studies

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

	School										Measure Evaluation			Authority										Province									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	27	81.9	50	89.8	29	88.0	24	82.8	24	79.5	High	Maintained	Good	647	78.5	825	82.1	594	80.5	694	82.4	696	82.4	181,846	82.2	184,393	82.4	157,680	81.9	172,339	82.9	179,589	82.9
Parent	11	71.6	36	81.4	13	84.2	9	72.5	11	61.9	Very Low	Maintained	Concern	157	77.0	177	77.8	90	78.6	95	81.5	98	78.5	35,252	80.1	36,901	80.1	30,817	81.7	31,625	82.4	31,780	82.2
Student	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	323	71.1	455	80.0	322	76.2	422	77.8	438	79.1	113,304	77.4	113,541	77.8	96,676	74.9	109,776	76.9	115,487	77.4
Teacher	16	92.2	14	98.2	16	91.9	15	93.1	13	97.1	Very High	Maintained	Excellent	167	87.3	193	88.6	182	86.8	177	87.9	160	89.6	33,290	89.1	33,951	89.3	30,187	89.2	30,938	89.3	32,322	89.3

Comments on Results

Results in this category are slightly below the provincial average. Results indicate that parent satisfaction regarding drama, music and health was significantly lower than teachers. It is noted that the percentage of parents of grade four, five and six students responding to the survey is 16%, which was slightly higher than the previous year. When analysing the data further 73% of parents were satisfied with the opportunity to learn about Art and 9% that didn't know. Similarly, 64% of respondents were satisfied or very satisfied with the opportunity to learn about Health and 18% that didn't know. The most dissatisfaction was indicated in the responses for Music and Drama.

Teachers continue to enhance student-learning opportunities and ensure that students can explore a variety of things that are at times more difficult to access in the north. Students have access to daily physical activity and were able to participate in downhill skiing, cross country skiing, swimming and after school volleyball.



ERS students are provided an opportunity to take music, art, and drama classes. The musical production Missoula spent one week with students providing them theatrical training and an opportunity to preform for the community. Students regularly preform for monthly school assemblies and the annual Christmas Concerts. Art pieces are displayed in the halls of our school and shared on our Facebook page.

Students have access to one-to-one devices and are exposed to a technology STEM instruction once a month. There are numerous clubs promoting healthy living like the boys and girls' clubs.

Safe and Caring

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.																																	
	School										Measure Evaluation			Authority										Province									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	124	80.7	137	86.4	100	92.0	102	92.3	97	89.2	Very High	Maintained	Excellent	944	84.1	1,083	86.5	877	87.3	994	87.4	994	84.4	265,382	89.0	264,204	89.4	230,987	90.0	249,835	88.8	257,278	87.5
Parent	11	78.2	36	88.1	13	90.5	9	86.7	11	74.1	Low	Maintained	Issue	157	82.1	177	83.6	90	81.6	96	86.8	98	82.5	35,247	89.7	36,899	90.2	30,969	90.5	31,707	89.5	31,879	88.1
Student	97	67.7	87	73.8	71	87.9	78	90.2	73	95.1	Very High	Improved Significantly	Excellent	620	77.3	713	80.7	605	83.5	721	79.6	736	78.1	196,856	82.3	193,364	82.6	169,813	84.0	187,165	82.5	193,049	81.5
Teacher	16	96.3	14	97.1	16	97.5	15	100.0	13	98.5	Very High	Maintained	Excellent	167	92.9	193	95.1	182	96.7	177	95.7	160	92.7	33,279	95.1	33,941	95.3	30,205	95.4	30,963	94.3	32,350	93.0

Comments on Results

ERS results are above provincial average have been maintained. Students have continued to increase over the past five years. Parent, teachers and students are in agreement that students are safe at school. We will continue to build upon the current strategies, as well as implement new strategies to ensure success for all.

ERS staff will continue to integrate core values, which focus on caring for one another and building a respectful environment where all students feel they are treated fairly through a variety of activities throughout the year. HPSD Student Survey results indicated similar results for the questions, which comprise this category. Student Focus Groups will continue to provide input into these areas to ensure we gain a broader perspective. A restorative justice approach is used when dealing with disciplinary conflicts.

Students have access to a broad range of programming focused on kindness and respect. The Wellness Coach supports in class discussions around conflict resolution and promoting healthy relationships. PACE provided students with information to being able to identify negative relationships and 'Who do you tell?' message.

Celebrating student successes with 'Shoutout' cards presented to students who display genuine acts of kindness, and the students of the month are presented at the school assemblies. Staff continue to look for new ways to build relationships between all students and staff in our school in a variety of new ways.



School Improvement

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												
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	121	83.0	137	79.3	99	88.6	102	74.4	97	78.4	High	Maintained	Good	934	77.4	1,083	81.1	850	76.7	974	71.1	980	75.4	263,364	81.0	262,079	81.5	224,041	81.4	243,980	74.2	251,355	75.2
Parent	10	90.0	36	83.3	12	83.3	9	44.4	11	63.6	Low	Maintained	Issue	150	73.3	176	76.7	79	68.4	92	56.5	96	69.8	34,159	80.3	35,896	80.0	28,016	81.7	30,147	70.0	30,371	72.5
Student	95	71.6	87	75.9	71	88.7	78	98.7	73	94.5	Very High	Improved	Excellent	617	73.1	714	81.0	600	79.8	718	72.6	731	73.5	196,592	79.4	192,917	79.6	167,992	79.1	185,107	76.3	191,142	75.0
Teacher	16	87.5	14	78.6	16	93.8	15	80.0	13	76.9	Intermediate	Maintained	Acceptable	167	85.6	193	85.5	171	81.9	164	84.1	153	83.0	32,613	83.4	33,266	85.0	28,033	83.4	28,726	76.3	29,842	78.0

Comments on Results

ERS results continue to exceed the provincial average. Parent responses significantly increased but continues to be below provincial average. With numerous provincial screening assessments, teachers were provided with more data to understand student needs. Division I teachers were tasked with a new curriculum in Language Arts, Wellness and Mathematics. Teachers implemented a variety of new resources, strategies, and best practices to address student needs and fulfill curricular expectations. Working with administrators, divisional support, colleagues, teachers received training for new resources, and implemented these to ensure quality instruction. Teachers were able to work in collaboration groups divisionally and provincially in order to create networks in support of implementing the new curriculum.

Positively, students continue to indicate that they think very highly of the school and 95% of students indicated that they are proud of their school. Results surpass the provincial average substantially.



Work Preparation

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									
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	27	87.8	50	82.5	27	90.9	21	92.9	20	78.8	High	Maintained	Good	317	73.2	359	80.3	261	80.7	266	82.5	241	79.5	66,088	83.0	68,221	84.1	58,109	85.7	59,488	84.9	60,705	83.1
Parent	11	81.8	36	72.2	11	81.8	7	85.7	9	66.7	High	Maintained	Good	151	59.6	169	71.6	82	65.9	92	70.7	90	68.9	33,423	75.2	34,944	76.0	28,862	77.8	29,553	77.3	29,674	75.0
Teacher	16	93.8	14	92.9	16	100.0	14	100.0	11	90.9	Intermediate	Maintained	Acceptable	166	86.7	190	88.9	179	95.5	174	94.3	151	90.1	32,665	90.8	33,277	92.2	29,247	93.7	29,935	92.5	31,031	91.3

Comments on Results

ERS results have maintained an acceptable range with a significant increase in parent responses in percentage of parents who agree that students are taught attitudes and behaviors that will make them successful at work when they finish school. Students at École Routhier had access to the home alone course that was offered to students. Teachers and students experienced the annual Grad Walk, where GPV graduates come and walk our halls as elementary students cheer and support the graduates. This paints a bigger picture for elementary students and hopefully will instill a long-term goal in them.

Lifelong Learning

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.																																	
	School									Authority									Province														
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	27	72.2	50	76.8	28	83.9	22	89.7	23	82.8	Very High	Maintained	Excellent	317	66.1	367	73.2	265	76.9	269	79.5	251	78.8	66,943	71.4	69,182	72.6	59,478	82.1	60,822	81.0	62,032	80.4
Parent	11	60.0	36	64.3	12	71.4	8	83.3	11	70.6	High	Maintained	Good	150	51.4	174	62.7	84	63.9	94	69.3	95	69.1	33,876	64.0	35,454	64.6	29,693	75.3	30,314	74.6	30,381	73.4
Teacher	16	84.4	14	89.3	16	96.4	14	96.2	12	95.0	Very High	Maintained	Excellent	167	80.9	193	83.6	181	89.8	175	89.7	156	88.5	33,067	78.8	33,728	80.6	29,785	88.9	30,508	87.4	31,651	87.3

Comments on Results

ERS results have maintained above the provincial average. Strong supports have been put into place over the last years to support students. We will continue to review strategies and monitor results. Our students are exposed to completing research on a variety of topics. We instill the importance of critically thinking application and process. These research projects and other projects in our school help students to develop critical thinking skills that will be important on their journey as lifelong learners. Our staff models the importance of learning by engaging in professional development and collaborative planning time.



Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2019		2020		2021		2022		2023		2023	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	School	90.5	2.4	n/a	n/a	n/a	n/a	84.0	4.0	79.2	4.2	82.0	6.8
	Authority	77.2	4.6	n/a	n/a	n/a	n/a	68.5	10.0	50.7	3.4		
	Province	83.2	17.8	n/a	n/a	n/a	n/a	76.1	18.9	76.2	18.4		
French Language Arts 6 année	School	100.0	0.0	n/a	n/a	n/a	n/a	61.1	5.6	83.3	0.0	85.5	3.0
	Authority	100.0	0.0	n/a	n/a	n/a	n/a	61.1	5.6	83.3	0.0		
	Province	87.7	15.7	n/a	n/a	n/a	n/a	76.9	10.6	77.6	12.5		
Mathematics 6	School	69.0	2.4	n/a	n/a	n/a	n/a	52.0	0.0	79.2	8.3	80.5	9.5
	Authority	56.4	5.1	n/a	n/a	n/a	n/a	44.0	3.5	43.1	4.6		
	Province	72.5	15.0	n/a	n/a	n/a	n/a	64.1	12.6	65.4	15.9		
Science 6	School	81.0	14.3	n/a	n/a	n/a	n/a	64.0	0.0	79.2	25.0	82.5	27.0
	Authority	69.9	15.3	n/a	n/a	n/a	n/a	65.0	13.5	54.9	10.8		
	Province	77.6	28.6	n/a	n/a	n/a	n/a	71.5	23.7	66.7	21.8		
Social Studies 6	School	90.5	16.7	n/a	n/a	n/a	n/a	76.0	4.0	54.2	12.5	59.0	14.5
	Authority	68.2	11.0	n/a	n/a	n/a	n/a	64.0	11.5	49.2	7.2		
	Province	76.2	24.4	n/a	n/a	n/a	n/a	67.8	20.1	66.2	18.0		

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

		Routhier School								Alberta			
		Achievement	Improvement	Overall	2023		Prev 3 Year Average			2023		Prev 3 Year Average	
Course	Measure				N	%	N	%		N	%	N	%
English Language Arts 6	Acceptable Standard	Intermediate	n/a	n/a	24	79.2	n/a	n/a		52,106	76.2	n/a	n/a
	Standard of Excellence	Very Low	n/a	n/a	24	4.2	n/a	n/a		52,106	18.4	n/a	n/a
French Language Arts 6 année	Acceptable Standard	Intermediate	n/a	n/a	6	83.3	n/a	n/a		3,131	77.6	n/a	n/a
	Standard of Excellence	Very Low	n/a	n/a	6	0.0	n/a	n/a		3,131	12.5	n/a	n/a
Mathematics 6	Acceptable Standard	Intermediate	n/a	n/a	24	79.2	n/a	n/a		52,551	65.4	n/a	n/a
	Standard of Excellence	Very Low	n/a	n/a	24	8.3	n/a	n/a		52,551	15.9	n/a	n/a
Science 6	Acceptable Standard	Intermediate	n/a	n/a	24	79.2	n/a	n/a		54,859	66.7	n/a	n/a
	Standard of Excellence	Intermediate	n/a	n/a	24	25.0	n/a	n/a		54,859	21.8	n/a	n/a
Social Studies 6	Acceptable Standard	Very Low	n/a	n/a	24	54.2	n/a	n/a		57,655	66.2	n/a	n/a
	Standard of Excellence	Intermediate	n/a	n/a	24	12.5	n/a	n/a		57,655	18.0	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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.
3. Participation in the Provincial Achievement Tests was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. Caution should be used when interpreting trends over time.
4. Participation in the Provincial Achievement Tests was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.

6. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

Comments on Results

It is observed that there was a slight decrease in Languages Arts and Social Studies, but a significant increase in French Language Art, Mathematics and Science from the year before. We could assume that in looking at results the gap created with the loss of learning through the pandemic has been significantly reduced. We will continue to monitor the results moving forward and focus on the interventions and strategies in place to support students.



Literacy Data			2018-19				2019-20 ¹				2020-21 ¹				2021-22 ²				2022-23										
			Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring		Enrollment Total	Fall		Spring		Average number of months behind grade level for at-risk students at time of initial assessment(s)	Average number of months gained grade level for at-risk students at time of final assessment(s)					
				%	#	%	#		%	#	%	#		%	#	%	#		%	#	%	#							
EYE	Kindergarten	Experiencing significant difficulty	18	33.3	5	7.1	1	26	28.6	6	ND	ND	28	19.2	5	23.5	4	15	36.4	4	23.1	3	21	15.8	3	20.0	2		
		Experiencing some difficulty		53.3	8	7.1	1		33.3	7	ND	ND		38.5	10	23.5	4		45.5	5	15.4	2		36.8	7	10.0	1		
		Appropriate development		13.3	2	85.7	12		38.1	8	ND	ND		42.3	11	52.9	9		18.2	2	61.5	8		47.4	9	70.0	7		
RTR	Grade 1	None-Minimal Development	38	42.9	12	46.4	13		ND	ND	ND	ND	24	29.2	7	4.2	1	28	18.5	5	11.5	3	15	50.0	6	0.0	0	6	3
		Developing Skills		57.1	16	53.6	15		ND	ND	ND	ND		58.3	14	95.8	23		63.0	17	88.5	23		50.0	6	100.0	3		
		Developing Well-Mastered		0.0	0	0.0	0		ND	ND	ND	ND		12.5	3	0.0	0		18.5	5	0.0	0		0.0	0	0.0	0		
F&P LeNS CC3	Grade 2	Not Yet Meeting Grade Expectations	25	75.0	6	80.0	8	36	100.0	8	ND	ND	21	92.9	13	100.0	1	27	66.7	6	11.1	3	28	10.7	3	7.4	2	9	3
		Approaching Expectations		0.0	0	0.0	0		0.0	0	ND	ND		7.1	1	0.0	0		11.1	1	51.9	14		ND	ND	ND	ND		
		Meeting Expectations		25.0	2	20.0	2		0.0	0	ND	ND		0.0	0	0.0	0		22.2	2	37.0	10		89.3	25	92.6	25		
	Grade 3	Not Yet Meeting Grade Expectations	27	95.0	19	95.5	21	25	82.4	14	ND	ND	31	85.2	23	100.0	1	19	73.7	14	57.9	11	27	25.9	7	13.6	3	12	6
		Approaching Expectations		0.0	0	0.0	0		5.9	1	ND	ND		0.0	0	0.0	0		10.5	2	15.8	3		ND	ND	ND	ND		
		Meeting Expectations		5.0	1	4.5	1		11.8	2	ND	ND		14.8	4	0.0	0		15.8	3	26.3	5		74.1	20	86.4	19		
F&P RCAT	Grade 4	Not Yet Meeting Grade Expectations	37	75.9	22	79.3	23	26	72.7	16	ND	ND	21	66.7	14	100.0	1	33	74.2	23	59.4	19	23	26.3	5	68.2	15		
		Approaching Expectations		6.9	2	10.3	3		9.1	2	ND	ND		0.0	0	0.0	0		6.5	2	12.5	4		57.9	11	31.8	7		
		Meeting Expectations		17.2	5	10.3	3		18.2	4	ND	ND		33.3	7	0.0	0		19.4	6	28.1	9		15.8	3	0.0	0		
	Grade 5	Not Yet Meeting Grade Expectations	32	68.0	17	84.0	21	33	60.0	18	100.0	1	23	73.9	17	100.0	2	26	72.0	18	80.8	21	32	6.3	2	17.2	5		
		Approaching Expectations		12.0	3	8.0	2		13.3	4	0.0	0		17.4	4	0.0	0		12.0	3	3.8	1		25.0	8	75.9	22		
		Meeting Expectations		20.0	5	8.0	2		26.7	8	0.0	0		8.7	2	0.0	0		16.0	4	15.4	4		68.8	22	6.9	2		
	Grade 6	Not Yet Meeting Grade Expectations	42	68.0	17	70.8	17	34	72.0	18	100.0	2	33	78.1	25	0.0	0	27	95.8	23	100.0	23	25	52.4	11	28.6	4		
		Approaching Expectations		8.0	2	4.2	1		16.0	4	0.0	0		9.4	3	0.0	0		4.2	1	0.0	0		33.3	7	64.3	9		
		Meeting Expectations		24.0	6	25.0	6		12.0	3	0.0	0		12.5	4	100.0	1		0.0	0	0.0	0		14.3	3	7.1	1		
Legend: Fall: September - January ND: No data collected for the corresponding grade/school year Spring: February - June			Footnotes: ¹ Schools only required to submit one assessment per student due to COVID complications ² Participation rates may be lower for all assessments as a result of piloting the HLAT assessment for all grades ³ Green and Blue students were merged in order to maintain consistency in the expectations between the LeNS, CC3, and F&P assessments																										

Numeracy Data			2018-19			2019-20			2020-21			2021-22					2022-23					Average number of months behind grade level for at-risk students at time of initial assessment(s)	Average number of months gained at grade level for at-risk students at time of final assessment(s)
			Fall			Fall			Fall			Fall			Spring		Fall			Spring			
			Enrollment Total	%	#	Enrollment Total	%	#	Enrollment Total	%	#	Enrollment Total	%	#	%	#	Enrollment Total	%	#	%	#		
	Kindergarten	Requires Attention	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND			
		May Require Attention	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND			
		Does Not Require Attention	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND	ND			
Nelson Pre-Assessment	Grade 1	Requires Attention	ND	ND	ND	ND	ND	ND	ND	ND	ND	28	3.8	1	7.1	2	15	35.7	5	6.7	1	6	3
		May Require Attention	ND	ND	ND	ND	ND	ND	ND	ND	ND		7.7	2	10.7	3		ND	ND	ND	ND		
		Does Not Require Attention	ND	ND	ND	ND	ND	ND	ND	ND	ND		88.5	23	82.1	23		64.3	9	93.3	14		
MIPI PNSA	Grade 2	Requires Attention	25	5.6	1	36	10.7	3	21	20.0	4	27	4.0	1	ND	ND	28	33.3	9	7.7	2	9	3
		May Require Attention		50.0	9		46.4	13		20.0	4		16.0	4	ND	ND		ND	ND	ND	ND		
		Does Not Require Attention		44.4	8		42.9	12		60.0	12		80.0	20	ND	ND		66.7	18	92.3	24		
	Grade 3	Requires Attention	27	21.1	4	25	25.0	4	31	29.6	8	18	18.8	3	ND	ND	27	11.5	3	0.0	0	12	6
		May Require Attention		68.4	13		25.0	4		48.1	13		37.5	6	ND	ND		ND	ND	ND	ND		
		Does Not Require Attention		10.5	2		50.0	8		22.2	6		43.8	7	ND	ND		88.5	23	100.0	12		
MIPI	Grade 4	Requires Attention	37	39.3	11	26	31.8	7	20	57.1	8	33	40.0	12	ND	ND	23	17.4	4	ND	ND		
		May Require Attention		39.3	11		36.4	8		35.7	5		36.7	11	ND	ND		56.5	13	ND	ND		
		Does Not Require Attention		21.4	6		31.8	7		7.1	1		23.3	7	ND	ND		26.1	6	ND	ND		
	Grade 5	Requires Attention	32	39.1	9	33	51.6	16	23	56.5	13	26	44.0	11	ND	ND	32	33.3	10	ND	ND		
		May Require Attention		56.5	13		41.9	13		43.5	10		36.0	9	ND	ND		33.3	10	ND	ND		
		Does Not Require Attention		4.3	1		6.5	2		0.0	0		20.0	5	ND	ND		33.3	10	ND	ND		
	Grade 6	Requires Attention	42	46.9	15	34	33.3	8	33	57.1	16	27	70.8	17	ND	ND	25	20.0	4	ND	ND		
		May Require Attention		37.5	12		62.5	15		35.7	10		29.2	7	ND	ND		45.0	9	ND	ND		
		Does Not Require Attention		15.6	5		4.2	1		7.1	2		0.0	0	ND	ND		35.0	7	ND	ND		
Legend: Fall: September - January ND: No data collected for the corresponding grade/school year Spring: February - June																							

Comments on Results

Numeracy and literacy data has indicated a counterintuitive trend; that being literacy difficulties increased throughout the year.

Analysis of assessment has revealed non-standardized test administration, affecting compliance in some grades.

Realignment of assessment practices has ensured consistent data collection for the 2023-24 academic year. This will provide a solid baseline and unchanging assessment plan for the next 3-5 years.

Additionally, review of testing procedures and ensuring fidelity with test administration will ensure these types of procedural errors do not occur in the future.

We look forward to improved results in the near future.

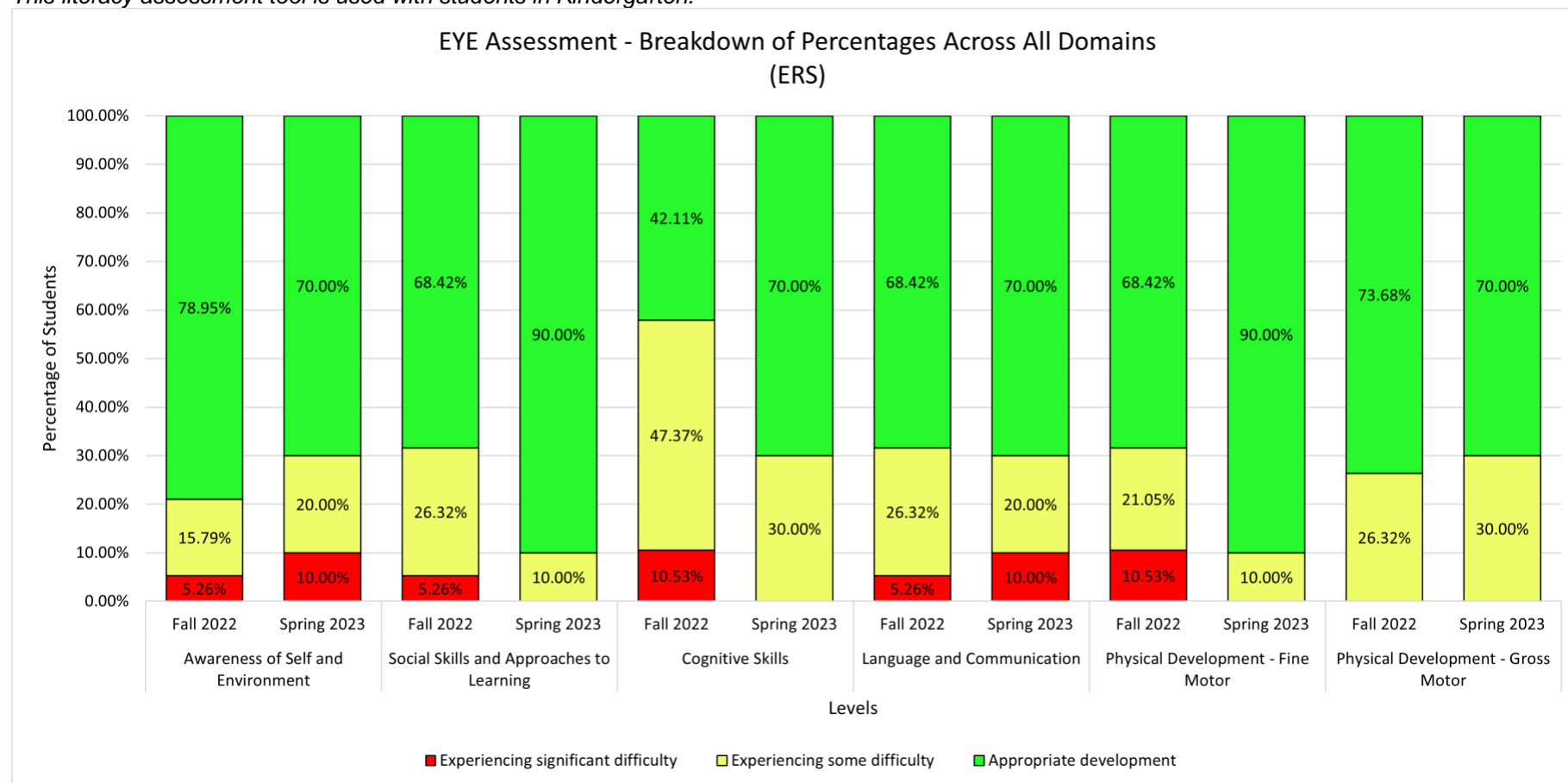
At ERS, the results from Fountas and Pinnell (F&P) testing, LeNs, CC3, RTR screens, GB+ and the RCAT are analyzed during GLP time with teachers. These assessments are used to provide teachers with understanding the needs of their students and insight into challenges and strength in literacy skills in the classroom. Instruction, interventions, and supports are strategically developed and put in place to capitalize student growth and improvement. Guided Reading groups in all grade levels and Literacy Learning Intervention groups are created and designed specifically for the needs of the students. Literacy is a primary focus of our Collaborative Team Meetings, where data and assessments are used to find trends and develop teaching approaches as well as school wide interventions to support learning deficiencies.



Numeracy BOOST interventions continues to support every student at ERS. The Provincial Screening Assessments and the MIPI assessments are used to identify students' numeracy needs. Data is analyzed during GLPs and Collaborative Team Meetings to identify common trends across grade levels. This allows teachers to take a collaborative approach when designing lessons and next steps for students in the classroom. Teachers from grades k-3 worked collaboratively in grade levels with the new curriculum and created common rubrics to support instruction and assessments. ERS teachers were dedicated to implementing a variety of new manipulatives and resources provided by the division to address the new curriculum and support student learning. The growth needed from grades 2 and 3 students, due to a change in the curriculum expectations, was a primary focus during collaborative meetings with grade level teachers.

Early Years Evaluation – Teacher Assessment (EYE)

This literacy assessment tool is used with students in Kindergarten.



Comments on Results

The Early Years Evaluation Assessment provides us with a thorough insight into each child's developmental stage. This data helps us plan to set in place for supports necessary for our learners' needs: Educational Assistants, Speech/Language assistance, and literacy or numeracy boosts.

The above data indicates some improvements made by most of the students through the year. An important observation to know is that new ESL students joined the class in the spring.



DOMAIN: TEACHING AND LEADING

Education Quality

Percentage of teachers, parents and students satisfied with the overall quality of basic education.																																	
	School										Measure Evaluation			Authority										Province									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	125	88.9	137	89.4	100	93.9	102	95.3	97	86.0	Intermediate	Declined	Issue	946	84.3	1,086	88.1	876	86.7	994	87.8	995	84.8	265,841	90.2	264,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1
Parent	11	87.9	36	87.3	13	88.3	9	92.6	11	66.7	Very Low	Declined	Concern	157	78.6	177	83.3	90	80.4	96	86.9	98	79.1	35,262	86.4	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4
Student	98	82.0	87	86.8	71	94.4	78	98.7	73	96.6	Very High	Improved	Excellent	622	81.0	716	87.0	604	86.0	721	84.8	737	83.7	197,282	88.1	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7
Teacher	16	96.9	14	94.0	16	99.0	15	94.4	13	94.9	Intermediate	Maintained	Acceptable	167	93.3	193	93.9	182	93.7	177	91.7	160	91.6	33,297	96.1	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4

Comments on Results

ERS results have remained consistent for teacher and student responses, noting that student responses are significantly higher than the provincial average. Parent responses have significantly decreased, but when analyzing response several observations can be made. Primarily, 4 parents do not agree that their child finds schoolwork challenging and interesting, but interestingly 82% of parent responses indicate that students are learning what they need to know.

Utilizing classroom newsletter and social media to share learning expectations with parents will result in an increased partnership between home and school. Teachers in Division I continue to work collaboratively to create a systemic approach to language programming that will support learning in response to the new curriculum in these grades. The LST continues to work with classroom teachers through visits, mentoring and connections in collaborative planning and team meetings as well as connecting with parents. Accommodations and supports for students are available and continually monitored to ensure that students are receiving the appropriate and required assistance to optimize learning in the classroom.



In-service Jurisdiction Needs

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

	School										Authority												Province										
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	16	93.8	15	91.1	16	95.8	15	88.6	12	91.7	High	Maintained	Good	165	74.3	194	75.7	179	80.8	175	83.0	156	68.4	33,074	85.2	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2
Teacher	16	93.8	15	91.1	16	95.8	15	88.6	12	91.7	High	Maintained	Good	165	74.3	194	75.7	179	80.8	175	83.0	156	68.4	33,074	85.2	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2

Comments on Results

Results have increased slightly from the past year and continue to remain above provincial average. Opportunities to collaborate with teachers across the division have been consistent throughout the year with the collaborative curriculum groups. The division provided teachers with access to PD with a focus on new curriculum and supported teachers with resources and student manipulatives. Opportunities to work with grade level partners to plan, discuss strategies, analyze student data, and next steps were more engaging and conducive to teacher's needs. HPSD Professional Development Funds have allowed teachers to access a variety of professional development throughout the year. These learning experiences were in turn, shared with colleagues. Through the Northern Regional Learning Consortium (NRLC) and French Resource Language Center (FRLC), teachers accessed a variety of training opportunities on the new resources received. This past year, teachers were provided PD for ESL learners in relation to strategies and process to support students. Additionally, all staff were provided the chance to receive PD focusing on trauma informed practice helping guide instruction and support of student learning.



DOMAIN: LEARNING SUPPORTS

Welcoming, Caring, Respectful and Safe Learning Environments

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.																																	
	School													Authority										Province									
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	100	90.7	102	90.3	97	86.5	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	877	84.7	994	83.3	994	80.3	n/a	n/a	n/a	n/a	231,091	87.8	249,941	86.1	257,391	84.7
Parent	n/a	n/a	n/a	n/a	13	87.9	9	81.9	11	68.6	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	90	79.0	96	81.3	98	77.5	n/a	n/a	n/a	n/a	30,980	88.2	31,715	86.9	31,885	85.6
Student	n/a	n/a	n/a	n/a	71	87.8	78	90.9	73	94.4	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	605	79.3	721	74.3	736	72.5	n/a	n/a	n/a	n/a	169,900	79.8	187,258	77.7	193,156	76.6
Teacher	n/a	n/a	n/a	n/a	16	96.4	15	98.1	13	96.7	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	182	95.7	177	94.4	160	90.7	n/a	n/a	n/a	n/a	30,211	95.3	30,968	93.6	32,350	92.0

Comments on Results

ERS results continue to be above the overall provincial average with teachers and students strongly agreeing that their learning environments are welcoming, caring, respectful and safe. A significant decrease in parent response indicating three parents were dissatisfied. Moving forward, parent engagement will be a focus, with community engagement activities and communication with parents.

Students are recognized for their caring acts towards others by our 'Shoutouts' and a postcard describing the kind act is sent home to parents. Teachers acknowledge the hard work, dedication, and leadership of students each month by recognizing two students that best exemplify the core values of École Routhier School each month. A letter highlighting student qualities is sent home to parents and an announcement presenting each student of the month is made. The Wellness coach actively works with students focusing on kindness and respect. Students can explore areas of interest and work with others who share similar interests during noon hour clubs. Assemblies continue to be a platform to highlight student achievement. Every month parents and community members are invited to share student accomplishments and attend our assemblies.



Access to Supports & Services

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

	School										Authority										Province												
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	100	90.5	102	84.4	97	80.0	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	876	83.2	992	83.2	993	81.4	n/a	n/a	n/a	n/a	230,761	82.6	249,570	81.6	256,994	80.6
Parent	n/a	n/a	n/a	n/a	13	87.3	9	80.0	11	64.8	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	90	74.7	96	78.4	98	76.5	n/a	n/a	n/a	n/a	30,936	78.9	31,684	77.4	31,847	75.7
Student	n/a	n/a	n/a	n/a	71	92.0	78	94.4	73	98.2	n/a	Improved	n/a	n/a	n/a	n/a	n/a	604	84.1	719	81.6	735	81.0	n/a	n/a	n/a	n/a	169,631	80.2	186,935	80.1	192,805	79.9
Teacher	n/a	n/a	n/a	n/a	16	92.3	15	78.7	13	76.9	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	182	90.8	177	89.7	160	86.7	n/a	n/a	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2

Comments on Results

Overall ERS is on par with the provincial average with students being significantly higher than the provincial average. Staff at ERS are committed and very focused on supporting student in areas of need. Educational Assistance support in the classroom to provide teachers with the ability to work with small groups. Cross training Education Assistance help ensure students have access to speech, occupational therapy, literacy interventions, and numeracy interventions. Students have both French and English interventions to strengthen skills targeted to student individual needs. Levelled literacy was offered to students requiring extra support with reading in grades two to five. Bridging the gap interventions are offered to students who required the boost support. A Numeracy BOOST Intervention continued to be incorporated into the schedule for all students to increase speed and accuracy with mental math skills. These supports were put in place to decrease the learning gap over the last years through flexible learning groups and interventions. Over the last year, ESL interventions have been put in place to address student needs and classroom teacher supports.



Program of Studies - At Risk Students

Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.																																	
	School													Authority										Province									
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	124	78.0	137	88.9	100	91.9	102	82.8	97	79.7	Low	Declined	Issue	944	81.3	1,084	86.3	876	83.4	992	84.2	993	81.6	265,362	84.7	264,165	84.9	230,686	82.7	249,524	81.9	256,932	81.2
Parent	11	63.6	36	81.5	13	83.8	9	74.1	11	56.3	Very Low	Declined	Concern	157	72.0	177	78.5	90	72.1	96	78.1	98	72.5	35,184	77.8	36,846	78.1	30,874	76.7	31,643	75.3	31,805	73.7
Student	97	76.5	87	90.0	71	92.0	78	94.4	73	98.2	Very High	Improved	Excellent	620	80.0	714	85.5	604	84.1	719	81.6	735	81.0	196,933	81.9	193,409	82.2	169,631	80.2	186,935	80.1	192,805	79.9
Teacher	16	93.8	14	95.1	16	100.0	15	80.0	13	84.6	Very Low	Maintained	Concern	167	91.8	193	95.0	182	93.9	177	92.8	160	91.4	33,245	94.5	33,910	94.4	30,181	91.2	30,946	90.3	32,322	89.9

Comments on Results

Overall results were comparable to the provincial average. However, a decrease was observed in parent results. Students were significantly higher than the provincial average.

ERS staff understands the difficulties in having and finding qualified service providers to support students, but express the need for accessing educational psychologists, speech and language pathologists and occupational therapists to be more than twice a month. We understand that service providers have numerous obligations and may at times be ill as well resulting in delaying access to strategies in a timely manner.

All staff worked to support wellness for both students and staff last year. Affirmations, meditation, and a variety of other strategies were incorporated into the day to support the well-being of students. The Wellness Coach and staff proactively worked with classes to build relationships with all student to ensure each child had someone they could go to with any problem.

Inclusion - Continuums of Support

High Prairie School Division supports inclusion by creating and implementing continuums of support at Universal, Targeted, and Specialized categories. Through collaborative processes, student needs are identified, and appropriate responses to intervention are applied. Schools annually review their collaborative response model inclusive of: Continuums of supports, Teacher coaching, professional development and student progress



First Nation, Métis, and Inuit Programming (Indigenous Education Coaches)



The Indigenous Education Team has shifted its focus from a student-centered approach to a Universal Education Model.

The goals of this model are that all students will have a deep understanding of our Canadian history, including Indigenous cultures, perspectives, Treaties and Land agreements, the Legacy of Residential Schools, and the contributions of Indigenous Culture in shaping our Canadian identity.

This model will support all staff in meeting the TQS #5 through regular professional development sessions designed to build the capacity of our teachers to accurately and confidently deliver Indigenous materials in their classrooms. It will also move future generations forward in creating a more inclusive Canada.

This model will allow Indigenous Learners to see themselves reflected in the curriculum. Classroom content across subject areas from kindergarten to grade 12 will be respectful, authentic and genuine. This model often includes consultations with Elders and Knowledge Keepers.

The Indigenous Education Team has supported all the schools within the division. Some of the events and activities that took place in the 2022-23 school year included: Elders, Knowledge Keepers, and presenters came into our schools, land-based learning for students, truth and reconciliation clubs at schools, Indigenous author presentations, all Indigenous graduates took part in virtual Sacred Feather teachings and Sash teachings. The Indigenous Education Team supports student achievement as well as for applications to post-secondary institutions.

At ERS, all grade 5 students took part in a divisional literacy project. Students read several books and were able to collaborate with other classes within the division. Land-Based learning opportunities took place across all grade levels and around the division. Teachings included trapping and hunting, tipi teachings, traditional medicine walks, traditional food gathering and storage, ice fishing and fish drying and smoking.

Ongoing classroom presentations in all subject areas from kindergarten to grade 6 included treaty presentations, jigging, and art. The Indigenous Education Team continues to support ERS students by adding to the Google Classroom and to the shared drive supporting teachers with resources and upcoming events.

ERS student had the opportunity to travel to Joussard and participate in a joint school winter fun day that focused on indigenous sports, indoor/outdoor games, and activities. Students enjoyed hand games, drumming, traditional foods, dancing, and story telling. Students enjoyed the opportunity to interact with other students from the division. In June, the HPSD Indigenous Education Team planned and facilitated group activities and wellness throughout the school allowing teachers and students to rotate through the stations experiencing a variety of cultural events.



DOMAIN: GOVERNANCE

Parental Involvement

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.																																	
	School										Measure Evaluation			Authority										Province									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	27	77.4	50	89.4	29	86.5	24	72.4	24	66.3	Very Low	Declined	Concern	323	77.4	370	83.7	272	77.6	272	75.8	256	77.8	68,116	81.3	70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1
Parent	11	58.5	36	80.3	13	75.4	9	55.6	11	40.4	Very Low	Declined	Concern	156	67.1	177	77.4	90	68.5	95	69.5	98	68.4	34,944	73.6	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5
Teacher	16	96.3	14	98.6	16	97.5	15	89.2	13	92.3	High	Maintained	Good	167	87.7	193	90.0	182	86.7	177	82.2	158	87.3	33,172	89.0	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7

Comments on Results

Significant decrease in parent satisfaction in parental involvement in decisions about their children's education. School Council and Routhier Facility Enhancement had very few new members join or attend meetings over the last year. These are great opportunities to provide input and feedback, which very few parents participate in. Every parent is provided a document outlining areas and/or events that would need parent support. Parents are encouraged to take advantage of these events to get involved in school activities. Parents are invited into the school for assemblies, read alouds, field trip supervisors and support in the classroom with big activities. ERS will continue to seek parent engagement and provide parents with the opportunity to express their thoughts in decision-making.



Satisfaction with Program Access

Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.																																	
	School										Authority										Province												
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023		2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	124	75.1	137	89.3	100	90.5	101	88.6	96	81.9	High	Declined	Acceptable	937	75.6	1,081	83.2	870	81.0	986	83.7	991	78.8	263,978	73.1	262,662	75.2	228,281	71.8	247,744	72.6	255,597	72.9
Parent	11	59.1	35	84.5	13	85.2	8	84.2	10	66.7	Intermediate	Declined	Issue	152	63.5	173	74.1	87	71.1	93	79.6	96	73.8	34,371	61.1	35,963	68.4	29,417	65.7	30,664	67.4	31,117	68.4
Student	97	85.1	87	93.7	71	95.0	78	98.7	73	100.0	Very High	Improved	Excellent	618	78.2	714	84.6	601	85.2	716	84.1	736	83.2	196,411	78.8	192,861	79.0	168,839	71.9	186,237	73.5	192,269	74.3
Teacher	16	81.3	15	89.8	16	91.3	15	82.9	13	79.2	Intermediate	Maintained	Acceptable	167	85.0	194	90.8	182	86.7	177	87.5	159	79.3	33,196	79.3	33,838	78.1	30,025	77.8	30,843	77.0	32,211	76.0

Comments on Results



Overall results are significantly above the provincial range. However, there has been a dip from the previous year in both teachers and parents. With a low number of parent respondents (7 parents) who responded to these questions, it becomes difficult to interpret the data. Over the last few years, it has become increasingly difficult to access mental health services and other services. We will continue to work to find ways to gain a broader perspective to address needs in our school. FCSS (Family-Community Support Services) works with ERS to address family needs in providing school supplies, programs and services. Smoky River Adult Learning program has extended support and gifted every student a book. Cargill continues to support ERS students with educational presentations and school supplies as well as ATB has supplied students in need with 'Coats for Kids'. We are very thankful for our community's support.