Grande Prairie Public School Division
Board Chair: Joan Nellis
Superintendent: Alexander (Sandy) McDonald

2024 Alberta Education Results Reporting
2023-2024

Grande Prairie
Public School
Division
Every Student Succeeds

https://www.gppsd.ab.ca

GPPSD2357

Message from the Chair of the Board of Trustees

Board Policy 1 for the Grande Prairie Public School Division describes who we are as a school division and states the shared beliefs and values we hold about teaching and learning. Included in those values is that of informed decision making. The data and stories you will see in this Annual Education Report help shape decision making in our Division. Our goal is to have every student succeed and much of the success that occurs in our schools is represented here. A mindset focused on continuous improvement is another key value in our Division and we are pleased to tell the story of how we strategically align action with our priorities in this report. As a foundation for a better community, we know Public Education is critically important and we thank you for taking an interest in it.
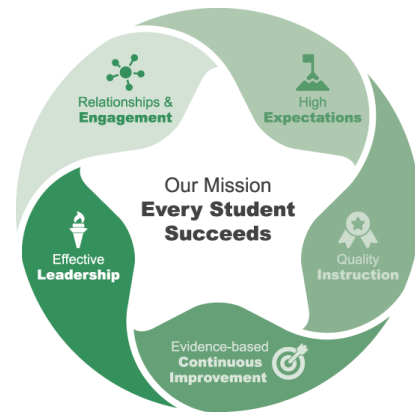
Message from the Superintendent of Schools

The 18 schools in the Grande Prairie Public School Division have developed 3-Year Education Plans, available on each school's website, that describe the most important outcomes related to student growth and achievement they want to achieve. The priorities in those school plans are represented in the 3 Priority Areas in the Division's 3-Year Education Plan. This report exists to present a summary of the success of our school division, using local and provincial measures, to achieve the outcomes in the second year of our 3-Year Education Plan. The story told in this report is a summary of how the strategies our schools use, are having a positive impact on student growth and achievement. In addition to sharing the evidence of our success, it is my hope that the content in this plan adds to your confidence in the excellent work our staff and students engage in throughout the year. As you read this report, if you have any questions about any of the content, do not hesitate to reach out to your school principal to learn more. Thank you for reading, and being a partner, as we work together to help every student in GPPSD succeed.

Accountability Statement

The Annual Education Results Report for Grande Prairie Public School Division, for the 2023-2024 school year was prepared under the direction of the Board in accordance with the responsibilities under the *Education Act* and the *Fiscal Planning and Transparency Act*. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students I the school authority can acquire the knowledge, skills, and attitudes they need to be successful and contributing members of society.

This Annual Education Results Report for 2023/2024 was approved by the Board on November 26, 2024.

Joan Nellis – Board of Trustees Chair

Alexander (Sandy) McDonald - Superintendent

Who we are!

A Learning Community in which Every Student Succeeds

One of the leading indicators that identifies the likelihood of student success is evidence of a robust job-embedded, evidence-based professional learning process. The Division believes that professional growth planning, focused on professional standards, is essential to the continued improvement of our teachers and leaders and must be connected to student achievement. We are committed to the collaborative inquiry model of professional learning that provides staff and administrators focused and regular opportunities to reflect and refine their professional growth throughout the school year. Generative dialogue, peer-to-peer coaching, and classroom observations are critical to support the work of individuals and teams in collaborative inquiry.

By developing our teachers' and leaders' abilities to explore their curiosity through collaborative inquiry and engage in generative dialogue, we are seeing deeper conversations with our teachers. Our belief is that generative dialogue, focused on teaching practice, supports higher level professional conversations, and allows teachers to support each other in a way that impacts individual practice.

GPPSD Evidence Based Professional Learning Cycle
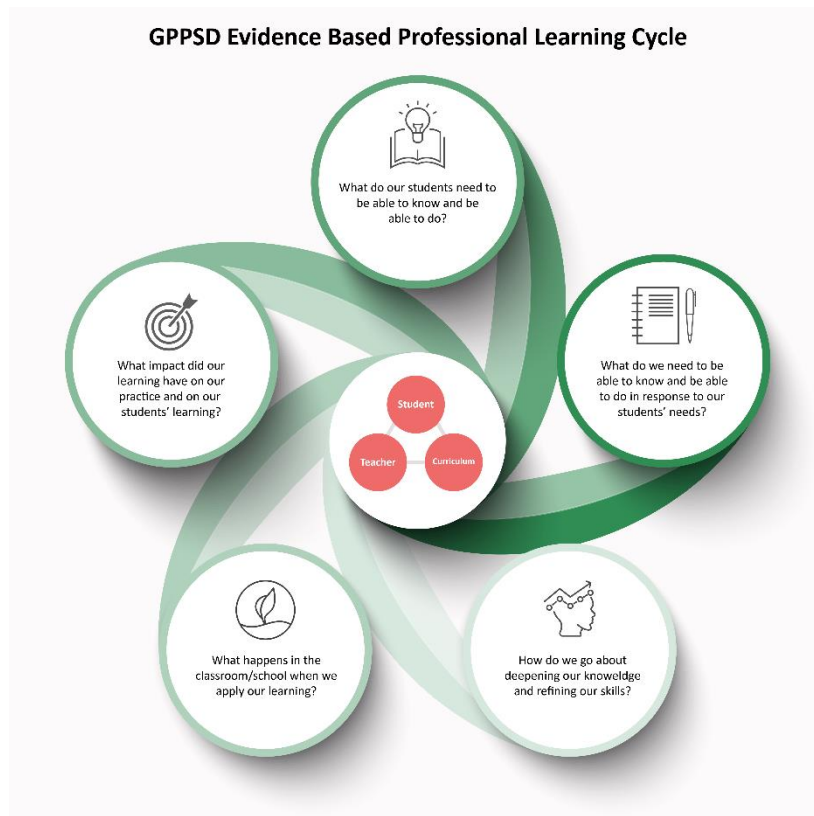
Supporting leaders and teachers to make evidence-informed decisions in planning and using evidence to guide professional growth continues to be a focus. Teachers and leaders gather ongoing classroom, school, division, and provincial evidence to inform priorities and outcomes in school and division planning and in collaborative inquiry.

System Leadership Collaborative Inquiry 2023-2024
In what ways and to what extent will the intentional actions of system leadership support school leaders to continuously improve instructional leadership practice?

Assurance in GPPSD

The term 'assurance' is used in this report as a synonym for trust and confidence. In addition to describing the growth and achievement our students experience each year, our results report is developed to add to the trust and confidence students, parents, and staff have in the work of our division. Research, and the evidence of practice in our schools, both identify that the quality of instruction students receive, and the leadership that exists in the system, are the most important school-based factors that influence student growth and achievement. The GPPSD Assurance Framework is a continuous cycle through the school year that provides all staff with the ability to contribute to our shared responsibility for student growth and achievement. GPPSD has embedded structures and processes to support continuous improvement throughout the system. Engagement and regular communication with our school community will ensure that "assurance is reflected in what the public understands, perceives and knows about student growth and achievement, where the quality of daily interaction between teacher and students is paramount."

The Division has aligned planning at all levels with our priorities and desired outcomes and is based on evidence. Evidence of student growth and achievement informs planning and decision making at the division, school, and classroom level and is used to assess our progress.

The Assurance Planning and Reporting Cycle is a process of continuous improvement. The Division's 3 Year Education Plan, shared May 30 of each year, identifies priorities, outcomes, strategies, and evidence. The Alberta Education Results Report (AERR) for the Division is shared on November 30 of each year and provides results from the implementation of the Division Education Plan. Each of our schools have a parallel assurance process and their document templates mirror the Division. School leaders provide opportunities during regularly scheduled meetings for staff to collaborate on school education plans and results reports. Schools are given the flexibility to identify evidence that is aligned to their priorities and outcomes. The cyclical nature of the framework is supported by scheduled assurance sessions throughout the school year to support the work of the division and schools. Sessions are focused on identifying evidence and discussing how to use evidence to support school planning and teachers in using evidence to guide their instruction. Collaboration between system and school leaders support the assurance cycle. Education Plans are working documents that are reviewed and updated throughout the year as staff reflect on evidence to determine if identified strategies are making an impact on optimum learning.

Local & Societal Context

Grande Prairie Public School Division represents the city boundary for Grande Prairie. We serve over 8500 students in pre-school through grade 12 in eighteen schools with over 1250 staff. The city experienced significant population growth over the last 10 years. 23/24 Division enrolment increased by 4.88%. The Division has opened 4 new schools, since 2014, and opened a replacement school for the Grande Prairie Composite High School in September 2022.

The student population in the division is distributed evenly across the grade levels with each grade level comprising 6.9% - 7.8% of the total student population with kindergarten being the lowest and grade 10 being the highest. Approximately 10.9% of grade 1-12 students were new to the division in 23/24, up from 9.6% the previous year. There was a significant increase in the number of students moving to GPPSD from outside of Alberta (327), compared to the prior 4-year range (89-238) per year. Students transferring out of the division, 684, remained relatively the same as the previous year. Our student population is comprised of 18% self-identified indigenous students and 6.6% English as an Additional Language Students, an increase from 5% the previous year. 2021 census data indicates that in Grande Prairie 18.6% of families with children are single parent families and 3.4% of children live in low-income households.

Stakeholder Engagement

Informing, collaborating, seeking feedback, and engaging in structured activities with stakeholders to explore select topics is an essential component of planning. The work of Principals with their School Councils and the information collected from staff, student, and parent Division Assurance Surveys, are examples of practices that help us to identify evidence to inform our planning and to assess our success achieving the outcomes in our Education Plan.

Number of Parents, Student and Staff that completed Assurance Surveys.								
	Division Assurance Survey				**AB Education Assurance Survey**			
	2021	2022	2023	2024	2021	2022	2023	2024
Overall	6766	6325	6116	6696	2367	2094	2362	2648
Parent	2437	1855	1764	1878	274	266	277	338
Student	3767	3908	3767	4165	1734	1494	1735	1926
Teacher	562	562	585	653	359	334	350	384

School leaders engaged with School Councils, staff, and students to support the development of their School Education Plans. School Councils provide feedback and advice during the development of School Education Plans and Result's Reports. The Division scheduled in-person staff engagements in 2023-2024 and followed up with an online engagement through ThoughtExchange, a virtual platform, for staff to share and prioritize outcomes, strategies, and evidence for the Division Education Plan and a second engagement to gather feedback on strategies to support staff wellness. Individual schools also used the ThoughtExchange platform to engage with staff and parents to inform their school level planning. Stakeholder engagement is a continued focus in 2024/2025 school year. In addition to engagement on division and school education planning, there will be in person and online engagements with stakeholders to develop a Career Pathways Framework.

Our division refined survey practices to gain feedback from families whose children have an Alberta Education Special Education code AND have an Individual Program Plan (IPP) OR an Individual Behaviour Support Plan (IBSP). Interpretation of these results indicates the need to continually engage with these families to build a deeper understanding of the experiences of our most vulnerable students.

With the change in the K-6 curriculum, the Division engaged in a review of its elementary report card with both teachers and families. The feedback guided the working committee to develop a K-6 report card that ensures improved communication for parents/guardians on their child's growth and achievement throughout the year. To further support parents/guardians, a parent resource guide was developed along with a teacher resource guide. This strategy supports consistency of assessment practice amongst kindergarten to grade 6 teachers.

As the Division continues to enhance opportunities for Indigenous learners, a series of family engagements were scheduled throughout the year. These Indigenous Family Circles, led by a local elder, provided families with meaningful opportunities to inform planning, provide important context of their needs and guide division staff in their strategic work. Feedback provided through this engagement has shaped planning to support Indigenous learners.

The Board of Trustee Student Advisory Committee and School Council Chair meetings provide the Board of Trustees an opportunity to engage with students and parents of the division for the purpose of sharing information, seeking feedback from students and parents, and supporting the development of students' personal leadership skills. Student representatives, from across the Division in grades 6-12, met six times with trustees and system leadership and School Council Chairs met four times. Both groups had the

opportunity to learn about and provide feedback on the priorities in the Division Education Plan and discuss their School's Education Plan and Division Survey Results with school principals.

Division Assurance surveys were administered in April 2024 and the Alberta Education Assurance survey was administered in February / March 2024.

The Grande Prairie Public School Division Three Year Education Plan and Annual Results Report uses existing data available as of November 2024. The plan and results report has been communicated to stakeholders through the following means:

1. The Division Education plan was made available at www.gppsd.ab.ca and on each school's webpage. The Division Annual Results report will be available by November 30, 2024.

2. To meet the standards required within Section 12 of the School Councils Regulation, the Grande Prairie Public School Division Central Office Administration and School Board meets with School Council Chairs and representatives in November, January, and May to seek their input into key areas of direction, and to share results for the school from provincial assessments, and interpretation of those results.

3. To meet Section 12 (1) of the School Councils Regulation, Grande Prairie Public School Division School Administrators have developed school plans and summary reports for their school. School Councils have the opportunity to provide advice on the development of the School's Annual Education Plan and Annual Results Report. Copies of these reports have been submitted to the Superintendent for review and final approval. Copies of the individual school reports can be obtained from the school office and/or on the individual school's website.

4. In order to meet Section 12 (2) of the School Councils Regulation, Grande Prairie Public School Division School Administrators will provide the School Council with the results for the school from provincial assessments, an interpretation of those results for the school by the end of December. The Division will release a summary report of Provincial Achievement Tests and Diploma Exams for 2023/2024 by the end of December.

Whistleblower Protection

Grande Prairie Public School Division, as a public school authority in the province of Alberta, offers support to staff who report under Section 32 of the Public Disclosure Act (also known as Whistleblower protection). The Board has adopted Policy 14-Whistle Blower Protection and it can be accessed electronically at: https://www.gppsd.ab.ca/download/435249

Provincially the information on public disclosure can be accessed at: https://yourvoiceprotected.ca/resources/public-interest-disclosure-whistleblower-protection-act/ During the 2023-2024 school year, there were no Whistleblower reports.

Priority 1: Teaching and Learning

Outcome 1: Students will be prepared academically, socially, and emotionally to complete high school.

Outcome 2: Classroom instruction and assessment prioritizes literacy and numeracy.

High School Completion

While most students complete high school within three years of entering Grade 10, the five-year rate appreciates that it may take more time for some students to finish high school. A focus at the high school level on multiple pathways to high school completion continues to support completion rates.

- Flexible Programming: The Bridge Network Outreach, and Division partnership with Golden Hills School Division to offer online programming for grades 10-12
- Off Campus Programming supported by partnerships with industry and Careers: The Next Generation
- English Language Learner high school courses are offered
- Yearly targets for grade 10, 11 and 12 have been set and academic counselors monitor individual student's progress in attaining required credits each year to support student pathways to graduation
- Targeted Teacher FTE to support intervention programming for grades 9-12
- Summer School was re-introduced for July 2024, 40 students completed non-off campus courses, 15 Registered Apprenticeship students and 139 work experience students

Overall, we are seeing an increase in student enrolment in the multiple pathway programs we are offering at our high schools. This programming will continue to support our focus on high school completion. To support 5 Year completion rates, our high schools identify students who have not graduated after three years, and who are not currently enrolled. Once identified, schools contact students to determine how the Division can support them through one of the pathways. The re-introduction of summer school allowed students to add courses to their 23/24 year and for others to complete credit recovery during the month of July.

In addition, a partnership with CAREERS allowed us to hire a School Engagement Coordinator to support student career focuses. Targeted programming for grade 7-9 students and information sessions for parents supports pathways to graduation and preparing students for life after high school. In January 2024, the School Engagement Coordinator started their work in supporting school leaders, students, and teachers. Nineteen engagement sessions, in five schools, were focused on Career Exploration, CAREERS/RAP, resume and cover letter writing, and interview skills. Continuing into the 2024-2025 school year, the School Engagement Coordinator will engage with families and schools by hosting parent/guardian evening open houses, classroom presentations, supporting student career activities that schools host, and sharing applicable community information. Most importantly the coordinator will be in classrooms with teachers presenting and sharing modules/units that deepen understanding of the resources available to support career pathways.

A focus in 24/25 will be the development of a Career Pathways Framework PK-12. Stakeholder engagement with staff, students, parent/guardians, industry, post-secondary and community to inform planning will be the initial focus of the committee. Collaboration with Northwest Polytech will occur throughout the year to audit current dual credit programming and explore the concept of a collegiate.

Division	High School Completion 3 Year Rate				High School Completion 5 Year Rate			
Grade 10 Year	All	FNMI	EAL	Completion Year	All	FNMI	EAL	Completion Year
2014-15	68.4	44.6	69.8	2016-17	79.1	62.6	88.3	2018-19
2015-16	67.5	57.8	46.4	2017-18	77.1	69.3	62.4	2019-20
2016-17	70.6	51.2	46.4	2018-19	80.3	64.5	79.0	2020-21
2017-18	77.7	64.9	82.8	2019-20	82.2	68.4	94.7	2021-22
2018-19	80.3	65.1	83.3	2020-21	86.3	79.1	94.8	2022-23
2019-20	72.3	64.9	95.9	2021-22				
2020-21	78.7	64.7	73.4	2022-23				

	Drop Out Rate						Returning Rate					
	Division			Province			Division			Province		
	All	FNMI	EAL	All	FNMI	EAL	All	FNMI	EAL	All	FNMI	EAL
2019	3.6	5.5	3.8	2.7	5.5	2.2	25.8	35.2	n/a	18.2	21.0	18.4
2020	3.3	5.0	2.0	2.6	5.0	2.6	25.3	14.7	n/a	18.1	19.1	19.8
2021	2.9	5.3	3.0	2.3	4.9	2.2	17.6	17.5	n/a	17.3	18.2	17.1
2022	3.3	4.9	4.2	2.5	5.1	2.5	14.5	30	0.0	17.2	23.8	15.6
2023	3.2	5.4	3.9	2.5	5.2	2.6	10.4	17.7	-	16.6	19.4	17.1

Multiple Pathways to High School Completion	2020	2021	2022	2023	2024
Work Experience (% of credits)	4.5%	2.4%	5.8%	6.9%	5.8%
Work Experience (# of credits)	2379	1291	3004	3767	3743
RAP & CTS (% of credits)	14%	16.9%	18.7%	20.8%	18.5%
RAP & CTS (# of credits)	7436	8930	9655	11396	12017
Total High School Credits	52733	52952	51733	54885	64890
Online Programming (# students registered in at least one course)	0	438	141	226	287
Bridge Network (credit attain.)	1816	1369	1646	1891	2382
Summer School Regular Courses					168

Division Assurance Survey — Percentage of parents, students and staff agree that	Parents				Students				Staff			
	2021	2022	2023	2024	2021	2022	2023	2024	2021	2022	2023	2024
Students are prepared academically to complete high school	91	93	90	88	84	82	82	82	95	93	95	94
Students are prepared for life after high school	89	90	87	86	82	81	82	80	n/a	n/a	n/a	n/a
Students are prepared socially and emotionally to complete high school	94	95	92	91	89	87	87	87	92	88	87	86

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish high school.

	Division					Province				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Overall	84.0	87.3	81.5	82.8	78.2	84.1	85.7	84.9	83.1	82.8
Parent	74.3	79.3	72.0	73.1	67.8	76.0	77.8	77.3	75.0	74.8
Teacher	93.8	95.4	91.0	92.6	88.6	92.2	93.7	92.5	93.1	90.7

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

	Division					Province				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Overall	71.8	82.3	77.5	77.0	74.6	72.3	82.1	81.0	80.4	79.9
Parent	64.4	76.1	71.6	67.8	65.6	64.6	75.3	74.6	73.4	73.3
Teacher	79.2	88.5	83.4	86.2	83.7	80.6	88.9	87.4	87.3	86.6

Overall Satisfaction, Engagement, and Expectations

We were encouraged to see that most results in this area on our Division Assurance survey were maintained with a slight decline in some of the measures in the provincial Alberta Education Assurance survey. System and school leadership is focusing on enhanced communication from schools to students and parents to ensure they are aware of the support and opportunities available. While Division results are consistent with Provincial results, one of the trends is lower student satisfaction responses than other responders. A leadership focus is to continue meaningful student engagement at the school and division level to better understand and respond to the results.

An area with a slight decline on the provincial survey is the opportunity for students to receive a broad range of studies including fine arts, career technology, and health and physical education. An area of focus in 23/24 was the recruitment of specialized career and technology teachers for the high school level, through the Bridging Program, and at the grade 7-8 level. Teacher recruitment continues to be a challenge in these areas, limiting the courses that schools can offer their students. As high school enrolment increases, division wide, we have more students requesting courses than the number of seats we can offer within the year. In 24/25 we are exploring additional spaces to provide grade 9-12 programming.

Division Assurance Survey – Percentage of parents, students and staff agree that	Parents				Students				Staff			
	2021	2022	2023	2024	2021	2022	2023	2024	2021	2022	2023	2024
There are high expectations for student achievement	93	94	90	90	90	89	90	90	93	90	89	88
Students are engaged in learning	90	91	90	87	83	82	82	82	91	91	93	93
Students are engaged at school	95	95	93	91	85	83	84	84	92	92	92	92
They are satisfied with Teaching & Learning	92	93	90	89	87	85	86	86	93	91	91	91
They are satisfied with the quality of education	93	94	91	90	89	87	88	87	92	91	91	90
Overall satisfaction	92	93	91	89	86	85	84	85	91	91	92	91

Student Attendance

While not directly reflected in the average for students, schools have had a positive impact on student attendance. In reviewing attendance data, specifically the number of students whose attendance falls in the concerning range (more than 10% absenteeism), there has been an improvement. Last year, schools prioritized consistent communication and early intervention for students who were experiencing higher rates of absenteeism. Through the early identification, consistent and early messaging from schools, students are attended at a higher rate.

Average Student Attendance			
	All	**FNMI**	**EAL**
2019 - 2020	93	89	93
2020 - 2021	88	82	90
2021 - 2022	84	78	87
2022 - 2023	86	81	88
2023 - 2024	86	80	88

** Directed Absences due to COVID-19 are not included in the 2021 absence count   Attendance Goal 90%

Percentage of teachers, parents and students satisfied with the overall quality of basic education.										
	Division					**Province**				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Overall	90.4	89.9	88.7	86.6	86.3	90.3	89.6	89.0	88.1	87.6
Parent	87.7	89.3	84.0	81.1	81.9	86.7	86.7	86.1	84.4	83.8
Student	86.1	84.7	85.7	85.1	85.0	87.8	86.3	85.9	85.7	84.9
Teacher	97.2	95.6	96.3	93.6	92.1	96.4	95.7	95	94.4	93.9

Percentage of teachers, parents and students who agree that students are engaged in their learning at school								
	Division Assurance Survey				**AB Education Assurance Survey**			
	2021	2022	2023	2024	2021	2022	2023	2024
Overall	86.2	84.0	81.7	82.2	85.6	85.1	84.4	83.7
Parent	92.9	86.2	83.6	83.9	89.0	88.7	87.3	86.7
Student	69.9	69.6	68.0	68.6	71.8	71.3	70.9	69.3
Teacher	95.8	96.2	93.5	94.1	96.0	95.5	95.1	95.1

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad range of studies including fine arts, career technology, and health and physical education.										
	Division					**Province**				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Overall	84.3	80.4	82.2	81.4	80.8	82.4	81.9	82.9	82.9	82.8
Parent	83.0	81.5	82.1	79.2	77.4	80.1	81.7	82.4	82.2	82.3
Student	78.8	75.6	78.3	77.1	78.8	77.8	74.9	76.9	77.4	76.7
Teacher	91.1	84.2	86.2	87.8	86.1	89.3	89.2	89.3	89.3	89.2

Academic Achievement

As a division, student achievement evidence from both provincial and local measures is examined to support teacher instruction and professional learning to improve student learning. This report includes specific results for all Provincial Achievement Test (PAT) and Diploma (DIP) exams, found in Appendix A.

We continue to focus on supporting the achievement of our Indigenous students at all grade levels. Indigenous students are at or above provincial averages on two thirds of Diploma exams. Four schools received targeted staffing allocation in 23/24 to support Indigenous and English as an Additional Language Students in grades 4-6. For the 24/25 year, five schools will be part of this targeted intervention. Leadership has collaborated on structures, supports, and continues to monitor progress of identified students. The analysis of data from the previous two years has determined that to strengthen student literacy, intervention must be targeted on the following skills: context, phonological awareness, meaning, and orthography. With this intentional focus and collaborating with the classroom teacher to ensure opportunities to demonstrate deep learning of skills, there will be long-term impact on application of student learning in the classroom.

The division uses a variety of literacy and numeracy tools to support planning both at the school and system level. Our analysis of the results from 22/23 and 23/24, found in Appendix B, verified our targeted intervention framework had a direct impact on student growth and achievement in grades 1-3. In 23/24 the continued targeted intervention with grades 1-3 students used data from the LeNS (Letter Name and Sound Test), CC3 (Castles and Coltheart Reading Test), and Provincial Numeracy Screen to identify students for support, adjust lessons and identify resources needed. Cyclical formative data, collected and shared with school leaders and teachers is utilized to support responsive teacher planning. These results, correlated with Fountas and Pinnell for grades 3-6, show a slight increase in the number of students above grade level. We continue to focus on phonics and phonemic awareness in the primary grades. Effective 23/24 and continuing into 24/25, the division is engaging with schools to deepen the knowledge of adolescent literacy (grades 4-12) specifically focusing on strengthening teacher practice with language comprehension by supporting school leadership teams.

Strength areas indicated through Provincial Numeracy Screener 2023-2024		
Grade 1	Grade 2	Grade 3
• More intentional instruction with number line/proportional reasoning	• Significant retention from the end of grade 1 • More intentional instruction with number line/proportional reasoning • Writing numbers (place value with zero)	• Significant retention from the end of grade 2 • More intentional instruction with number line/proportional reasoning

Areas of unfinished learning indicated through Provincial Numeracy Screener 2023-2024		
Grade 1	Grade 2	Grade 3
• Counting backwards and skip counting (next number) • Calculations (addition, subtraction) • Writing numbers, place value with zero	• Ordering numbers • Calculations (addition, subtraction)	• Application of foundational computational skills (equations) • Subtraction with zeros

Effective 23/24 the division shifted to the Elk Island Catholic School (EICS) for grades 4-8. This assessment reflects students' previous year's learning and is used by teachers to plan for instruction. To achieve "At" grade level, a student must score 80%> on previous grade outcomes. Students scoring below 80% indicates the student has not mastered previous learning outcomes and requires support in conjunction with new grade level learning.

Strength areas indicated through EICS 2023-2024			
Place value (grade 4-6)	Fractions with visuals (grade 4)	Pattern sequences (grade 5)	Estimation (grade 6)
Unitizing (grade 7)	Computation with integers (grade 7-8)	Divisibility rules, Percent within 100 (grade 8)	

Areas of unfinished learning indicated through EICS 2023-2024			
Application of computation (grade 4-5)	Decomposing number in larger addition and subtraction (grade 4)	Basic facts multiplication and division (grade 4- 5)	Computation with decimals (grade 5-8)
Computation with fractions (grade 6-8)	Factoring (grade 6-8)	Graphing (grade 8)	

The Division Numeracy Coordinator provided professional learning using data for planning and supported school leaders with analyzing specific data results from all three tools to assist them in supporting teachers.

During the 23/24 school year, the division numeracy coordinator worked with our high schools to develop Math Essential Assessment (MEA) screener for grades 9 and 10C that would provide data that was more impactful for teacher, school, and system planning.

Strength areas indicated through MEA 2023-2024	
Grade 9	Grade 10
• Square roots, percent calculation with 100, calculations with integers	• Square roots, polynomials, equivalent expressions 1

Areas of unfinished learning indicated through MEA 2023-2024	
Grade 9	Grade 10
• Pythagorean, surface area, linear equations, simplifying fractions Calculations (addition, subtraction)	• Rate of change, order of operations, factoring, application of fractional understandings in algebra

Supporting Grades 1-3 - The division implemented an early years intervention program consisting of two teacher program leads and intervention educational assistants allocated at each school. These educational assistants experience consistent training and support from the program leads in both literacy and numeracy. Literacy interventions focused on phonics and phonemic awareness and numeracy interventions focused on number sense.

Supporting High School Students - Multiple sources of evidence indicated learning gaps for grade 9-12 students. Moving into the 22/23 school year, we allocated high schools teacher intervention to support an increase 3 year and 5-year completion rates. Results indicated this was a key strategy in supporting completion

rates and the intervention structure continues in 24/25 focusing on foundational academic skills, strategies, and social emotional needs.

Supporting All Learners - The division's continued implementation of the Optimum Learning Framework (OLF) supports quality teaching and learning environments for all students. This strategy supports teacher planning, assessment, instruction, and understanding of curriculum. Evidence indicates leaders need to deepen their foundational knowledge in these areas, while revisiting the values and beliefs of staff. Our continued focus on instructional leadership is supported by visionary leadership guiding intentional planning.

Division's continuum of supports (Positive Behaviour Support Planning Flow Chart and Multi-Disciplinary Team Tiers of Intervention) support the social, emotional and academic needs of all students. Schools support Social Emotional Learning at a universal level and have access to Mental Health Capacity Building teams to strengthen student skills.

Learning Support Teachers (LSTs) support students by administering local assessments or referring students for more formal assessments to inform programming. There was an increased emphasis in the 2023-2024 school year to have LSTs assist classroom teachers in designing/implementing programming and intervention for students academically, behaviorally, and social-emotionally.

School leaders focus on building teacher capabilities to be responsive to student needs through professional learning and by creating structures that facilitate the development of responsive practices. As the division develops a deeper understanding of implementing a continuum of supports and services, there is an intentional shift from a 'tiered' structure of support to a more responsive continuum.

Supporting the Optional Implementation of Provincial Curriculum - English Language Arts and Literature grades 4-6, 75/77 teachers implemented. Mathematics grades 4-6, 70/77 teachers implemented. Division Coordinators lead professional learning in the areas of planning, instruction, and assessment, bringing awareness to intentional planning and a shift in instruction to identified concepts in the curriculum.

The literacy skills students are learning at school are useful.				
	Division			
	2021	2022	2023	2024
Parent	97	90	88	88
Teacher	97	96	95	95

The numeracy skills students are learning at school are useful.				
	Division			
	2021	2022	2023	2024
Parent	93	88	88	89
Teacher	96	97	95	96

Provincial Achievement Tests 6	All Students		First Nations, Metis, Inuit Students		English as an Additional Language Students	
	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov
2023-2024	68/18	69/20	48/11	49/7	71/17	65/17
2022-2023	64/15	66/18	49/11	45/7	71/15	65/16
2021-2022	64/14	68/20	45/8	47/7	73/13	68/18
2020-2021	Not written	Not written	Not written	Not written	Not written	Not written
2019-2020	Not written	Not written	Not written	Not written	Not written	Not written

Acceptable/Excellence

Provincial Achievement Tests 9	All Students		First Nations, Metis, Inuit Students		English as an Additional Language Students	
	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov
2023-2024	54/8	63/15	42/6	41/6	51/9	53/10
2022-2023	55/9	63/16	34/3	40/5	69/5	55/11
2021-2022	55/9	63/17	43/4	42/5	67/9	55/11
2020-2021	Not written	Not written	Not written	Not written	Not written	Not written
2019-2020	Not written	Not written	Not written	Not written	Not written	Not written

Acceptable/Excellence

Diploma Examinations	All Students		First Nations, Metis, Inuit Students		English as an Additional Language Students	
	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov
2023-2024	75/12	82/23	80/8	77/12	60/6	66/14
2022-2023	74/10	80/21	78/7	75/11	47/4	67/14
2021-2022	73/12	75/18	66/11	69/9	51/9	59/11
2020-2021	Not written	Not written	Not written	Not written	Not written	Not written
2019-2020	Not written	Not written	Not written	Not written	Not written	Not written
2018-2019	78/13	84/24	70/6	77/11	60/10	73/15
2017-2018	78/14	84/24	77/8	77/11	53/6	74/17
2016-2017	78/11	83/22	71/7	77/11	71/16	73/17

Acceptable/Excellence

Priority 2: Leadership

Outcome 1: Leadership practices improve staff and student learning.
Outcome 2: Distributed leadership enhances a collaborative culture of learning.
Outcome 3: Indigenous foundational knowledge benefits all students.

Leadership practices improve staff and student learning

Prioritizing student growth and achievement requires a commitment to professional learning. The school year calendar, system structures, processes and expectations embed ongoing professional learning of individuals and groups. Inquiry-based growth planning and generative dialogue supports the implementation of Alberta's Teaching Quality Standard, Leadership Quality Standard, and Superintendent Leadership Quality Standard.

The Division transitioned from wide-scale professional development and in-service to personalized job-embedded professional learning through a collaborative inquiry model. Professional learning is aligned with individual inquiry-based professional growth plans, School 3 Year Education Plans, and the Division 3 Year Education Plan. Teachers have a day each month for professional learning that focuses on student learning. Provincial and local survey evidence for professional learning show an increase among teachers indicating that Division professional learning structures support staff growth.

Administrator and Teacher Growth, Supervision and Evaluation practices are aligned with the Professional Practice Standards. Guided by Administrative Procedures 422 and 423, a series of meetings, focused on generative dialogue, support the summative evaluation practices for all administrators and teachers in the Division. Aligning processes with the Professional Practice Standards and generative dialogue, outcomes are targeted, and evidenced-based feedback for improved practice is provided to administrators and teachers.

Monthly, all administrator meetings, with a focus on instructional leadership, will continue with embedded time for school teams to collaborate and plan. Principals have also identified the need for individual time to focus on their instructional leadership professional growth. To further support principals in the 24/25 year, directors will add scheduled coaching and collaboration times throughout the year with individual principals.

Teacher Growth, Supervision and Evaluation Administrative Procedure 422
Administrator Growth, Supervision and Evaluation Administrative Procedure 423

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

	Division					Province				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Teacher	84.2	77.9	79.2	85.1	82.4	85.0	84.9	83.7	82.2	81.1

Division Assurance Survey – Percentage of teachers agree that	2020	2021	2022	2023	2024
At our school we use Professional Learning Fridays to support professional growth that focuses on student achievement.	n/a	89	94	94	93
At our school we use Professional Learning Fridays for collaboration related to our professional growth inquiry	n/a	90	94	96	90
Administration provides feedback to staff on instructional practices using multiple strategies	n/a	86	91	92	91

Distributed Leadership

Building collaborative leadership capabilities of school administration teams allows them to support the development of staff leadership skills. System leadership focused on aligning the system with the priorities and outcomes identified in the Division Education Plan. Administrator professional learning opportunities have embedded structures and skill development strategies that school leaders can replicate for their staff.

The division's Leadership for Tomorrow program supports teachers who are interested in learning more about school leadership roles. In 22/23 a new two-year cycle began with 20 participants with participants completing the course in 23/24. Based on feedback and reflection, adjustments will be made in 24/25 with a rebranded Leadership Academy program.

In the 23/24 school year, 54 teachers accessed $205,000 through the professional development clause in the collective agreement completing a total of 118 university graduate level credit, non-credit courses and professional learning opportunities.

School councils play an essential leadership role within the school community by consulting and providing advice to the principal and the school board. School councils are parents, principals, teachers, secondary students, and community representatives who support and enhance student learning. The chairperson of each school council meets with Trustees three times throughout the school year. The division provides a draft year plan that is aligned with the Assurance Framework and supports principals in increasing the advisory role of school councils.

Survey results, both provincially and locally, indicated students feel there are limited opportunities to collaborate, be involved in decision making and to be active in their community. The Board of Trustee Student Advisory Committee was established in 22/23 to learn more about student perceptions and build leadership throughout the student body. The numbers of student participants increased for the 23/24 school year and the focus of planning for 24/25 is on students gathering feedback from the students in their schools to discuss at the committee level and with their school principal.

Division Assurance Survey – Percentage of parents, students and staff agree that	Parents				Students				Staff			
	2021	2022	2023	2024	2021	2022	2023	2024	2021	2022	2023	2024
There are opportunities to collaborate and be involved in decision making	87	88	87	84	77	73	76	76	86	88	91	90
Students learn about and are involved in their community	95	95	93	92	82	82	82	82	93	92	95	95

Students are encouraged at school to be involved in activities that help the community					
	2020	2021	2022	2023	2024
Parent	80	66	69	70	72
Student 7-9	78	76	79	83	79
Student 10-12	58	57	61	60	60
Teacher	90	88	83	88	84

Indigenous Foundational Knowledge

The division acknowledges the collective responsibility to reconciliation and to work towards the 'Calls to Action' related to education and established by the Truth and Reconciliation Commission. Understanding and appreciating the historical and contemporary experiences, traditions, cultures, worldviews, and ways of knowing of Indigenous peoples is important. The Three-Year Division Education Plan establishes outcomes to acquire and apply Indigenous foundational knowledge and to support the academic and social-emotional needs of Indigenous students.

The creation of an Indigenous Learning Holistic Framework will guide how Indigenous foundational knowledge can be embedded in classrooms for all students. Key engagement occurred in 23/24 to build the framework. Our division staff have focused on embedding Truth and Reconciliation, applying foundational knowledge and Indigenous perspectives in classrooms. School leaders have participated in foundational learning and have embedded that learning in their schools. Indigenous Liaisons have dedicated time to support foundational knowledge for students and staff and school wide and division supported reconciliation foundation projects have made reconciliation a foundation in GPPSD. Making reconciliation visible and embedded in our schools has supported all students to understand and respect cultures.

Division Indigenous Liaisons and social workers support the social emotional needs of students and families. Currently our self-identified Indigenous students are disproportionately represented in division interventions. To better meet the needs of students, enhancing our support at the classroom and whole-school level is essential.

Establishing formal and informal partnerships with agencies in our community and the surrounding areas is important. Indigenous Family Circles, led by elders, and supported by division staff have created an engagement with families that served to inform division knowledge and understanding and continues to strengthen relationships, influence decision making and impacts the continued development of our planning.

Division Assurance Survey – Percentage of parents, students and staff agree that	**Parents**				**Students**				**Staff**			
	2021	2022	2023	2024	2021	2022	2023	2024	2021	2022	2023	2024
Students are acquiring and applying Indigenous foundational knowledge	89	92	92	91	89	91	89	90	95	97	98	96

Priority 3: Inclusion

Outcome 1: School communities are welcoming, caring, respectful and safe environments where students, staff, and families have a strong sense of belonging.

Outcome 2: The emotional and physical well-being and mental health of all students and staff is supported.

Welcoming, Caring, Respectful and Safe Environments

Maintaining a welcoming, caring, respectful and safe working and learning environment and supporting the emotional and physical well-being of all students and staff defines inclusive practices. It is an environment where everyone is treated with respect and dignity and has equal opportunity and access to programs, services, and resources. Welcoming, caring, respectful, and safe environments support the necessary conditions for everyone's success.

Consistent with the principles of inclusive education, all students have access to a continuum of supports and services. To meet curricular outcomes, as outlined in an Individual Program Plan, specialized programming includes the opportunity to learn and use appropriate accommodations, independence building, functional skills, and significant support and/or supervision. The school and parents collaborate on student programming with an intentional focus on monitoring parental satisfaction with the opportunities to contribute to the educational plan development. As classroom complexity increases, the support required for classroom teachers to respond to student diversity through their planning has been an intentional focus. Learning support teachers were the focus for targeted professional development to build their capabilities to support teacher planning. Results indicate staff are feeling support, but the impact is not transferring to parental satisfaction. These results are guiding work with school administration in the 24/25 school year.

Mental Health and Wellness

Staff and student mental health and wellness is a continued priority. The division's Mental Health Model for supporting students builds consistent support through four tiers which are the role of classroom instruction, classroom intervention, targeted intervention, and more intense intervention. In addition to the understanding of universal approaches to Social Emotional Learning, the importance of providing targeted student mental health support at the school became evident. A continued commitment to maintaining a responsive Multi-Disciplinary Team and social workers providing direct counselling and support in our schools contributed to another 4% increase to 93% in parental satisfaction that students can get help with problems that are not related to academics.

Accessing support within the community continues to be a challenge for families. The Mental Health in Schools pilot project, approved for implementation January 2023, provides Youth Mental Health and Addictions support in our high schools. A key success from the pilot is the ability for students to access support in school while building pathways to additional community services as outlined in the Implementing a Continuum of Supports and Services guide.

The Division Wellness Committee continued to support staff in the 23/24 school year by including wellness representatives from all schools and all employee groups. Monthly wellness education and challenges were facilitated by these representatives. In February 2024, the division sponsored a staff wellness day with a keynote by Dr. Robyne Hanley Dafoe. This day provided all staff with the opportunity to explore and learn about their wellness aligned with the nine elements of wellness. Staff satisfaction in this area "my workplace supports my wellness" remains high (89%).

Our Division Nutrition Program, funded through AB Education nutrition grant, supports children in grades kindergarten through grade 8 with access to a healthy lunch each day. In 23/24 approximately 39,000 lunches

were provided to students. As in 22/23, there was an increase in the number of lunches in September which stayed consistent throughout the year. Our data over the last 3 years has shown a 34% increase in usage. The school nutrition program's goal is to "help prepare students for a healthy future". The program is designed to provide children with a nutritious meal that adheres to the *Alberta Nutrition Guidelines for Children and Youth* (ANGCY) and for teachers, caregivers, and community members to learn more about ANGCY. The long-term objective is to build student capacity for lifelong healthy eating. The Division supports nutrition and food security at the high schools through community donations. We facilitate programming with two full time staff; a Nutrition Program Coordinator and a Nutrition Program Assistant who are responsible for menu planning, purchasing, budgeting, reporting, prepping, baking, and delivering daily lunches.

Positive Behaviour Support Planning Process Flowchart
Mental Health Referral Process
Mental Health Model at a Glance
GPPSD Programming Descriptors
Multi-Disciplinary Team Tiers of Intervention
Welcoming, Caring, Respectful, and Safe Learning Environments (AP 359)
Division Wellness Portal

Division Assurance Survey – Percentage of parents, students and staff agree that	Parents				Students				Staff			
	2021	2022	2023	2024	2021	2022	2023	2024	2021	2022	2023	2024
Welcoming, Respectful, Safe and Caring and student emotional, physical well-being and mental health is supported	95	95	93	92	82	79	81	81	94	93	93	93
Learner Supports	84	85	83	74								
Students learn about citizenship, community, are prepared for life after high school	93	93	91	90	85	86	86	85	92	91	93	92

Division Assurance Survey – Percentage of parents, students and staff agree that	Parents				Staff			
	2021	2022	2023	2024	2021	2022	2023	2024
Students are supported at school to be active, healthy, and well	95	96	94	92	90	90	93	95
My workplace supports my wellness					86	88	91	89

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

	Division Assurance Survey				AB Education Assurance Survey			
	2021	2022	2023	2024	2021	2022	2023	2024
Overall	86.5	82.3	82.4	81.5	87.8	86.1	84.7	84.0
Parent	87.8	80.7	82.4	81.6	88.2	86.9	85.6	85.3
Student	77.0	75.1	74.1	73.4	79.8	77.7	76.6	75.2
Teacher	94.9	91.0	90.7	89.5	95.3	93.6	92.0	91.6

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

	Division					Province				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Overall	81.7	80.2	76.3	77.3	75.9	83.3	83.2	81.4	80.3	79.4
Parent	81.0	77.5	72.7	75.1	73.9	82.4	81.4	80.4	79.4	78.7
Student	69.8	71.1	68.3	68.3	67.5	73.8	74.1	72.1	71.3	69.6
Teacher	94.2	92.1	87.8	88.4	86.3	93.6	94.1	91.7	90.3	89.8

Division Assurance Survey – Percentage of parents agree that	Parents			
	2021	2022	2023	2024
They have an opportunity to participate in the development of IPP/IBSP.	86	87	85	78
They are satisfied with the quality of supports.	82	83	80	72
They are satisfied with the access to supports.	80	82	80	72
They are satisfied with the staff's ability to meet the learning needs in the IPP/IBSP.	84	85	84	73
They are satisfied with the staff's ability to meet the medical, behavioural and/or social/emotional needs.	88	87	84	75

Parental Engagement

The Division Assurance survey includes a subset of questions for parents of students who have a special education code. Baseline data supports our goal to increase parental engagement in the area of inclusion.

Division Assurance Survey – Percentage of teachers agree that	Teachers			
	2021	2022	2023	2024
The school uses consistent practices and structures to support diverse needs of students.	93	95	92	91
Students are able to access programs and support to experience success with their learning.	89	89	91	91
They have access to supports to effectively teach students with unique learning needs.	85	87	88	89
Staff use a consistent approach to support the social/emotional learning needs of students.	93	91	92	91
Students can get help with problems that are not related to academics at school.	83	83	89	93

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

	Division Assurance Survey				AB Education Assurance Survey			
	2021	2022	2023	2024	2021	2022	2023	2024
Overall	78.7	76.9	77.8	76.7	82.6	81.6	80.6	79.9
Parent	78.7	70.5	72.2	68.7	78.9	77.4	75.7	75.4
Student	80.1	80.7	80.2	79.5	80.2	80.1	79.9	78.7
Teacher	77.4	79.5	81.0	81.9	88.7	87.3	86.2	85.6

Percentage of teacher, parent, and student agreement that programs for children at risk are easy to access and timely.

	Division					Province				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Overall	82.8	78.6	77.0	77.5	77.5	84.9	82.7	81.9	81.2	80.6
Parent	76.8	75.8	68.5	69.4	68.1	78.1	76.7	75.3	73.7	73.5
Student	81.8	80.1	80.7	80.2	79.5	82.2	80.2	80.1	79.9	78.7
Teacher	89.9	79.8	81.9	83.0	84.9	94.4	91.2	90.3	89.9	89.5

Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.

	Division					Province				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Overall	76.2	68.1	72.3	73.7	72.3	75.2	71.8	72.6	72.9	71.9
Parent	69.4	64.4	63.2	68.0	65.4	68.4	65.7	67.4	68.4	67.8
Student	82.4	71.3	77.5	77.2	75.7	79.0	71.9	73.5	74.3	73.0
Teacher	76.7	68.6	76.1	75.8	75.7	78.1	77.8	77.0	76.0	74.8

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

	Division					Province				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Overall	80.8	77.1	75.5	75.6	75.9	81.8	79.5	78.8	79.1	79.5
Parent	72.8	71.4	66.1	66.6	67.1	73.9	72.2	72.3	72.5	74.4
Teacher	88.8	82.8	84.8	84.6	84.8	89.6	86.8	85.2	85.7	84.6

Fall 2024 Alberta Education Assurance Measures Overall Summary

Assurance Domain	Measure	The Grande Prairie School Division			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	82.2	81.7	82.8	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	75.9	77.3	76.8	79.4	80.3	80.9	Intermediate	Maintained	Acceptable
	3-year High School Completion	78.7	72.3	76.8	80.4	80.7	82.4	Intermediate	Maintained	Acceptable
	5-year High School Completion	86.3	82.2	79.9	88.1	88.6	87.3	Intermediate	Improved Significantly	Good
	PAT6: Acceptable	68.0	64.2	64.2	68.5	66.2	66.2	Low	Improved	Acceptable
	PAT6: Excellence	17.6	15.2	15.2	19.8	18.0	18.0	Intermediate	Improved	Good
	PAT9: Acceptable	53.5	55.0	55.0	62.5	62.6	62.6	Very Low	Maintained	Concern
	PAT9: Excellence	8.4	8.8	8.8	15.4	15.5	15.5	Very Low	Maintained	Concern
	Diploma: Acceptable	75.3	74.3	74.3	81.5	80.3	80.3	Low	Maintained	Issue
	Diploma: Excellence	12.1	9.7	9.7	22.6	21.2	21.2	Low	Improved	Acceptable
Teaching & Leading	Education Quality	86.3	86.6	87.6	87.6	88.1	88.6	Intermediate	Declined	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	81.5	82.4	82.3	84.0	84.7	85.4	n/a	Maintained	n/a
	Access to Supports and Services	76.7	77.8	77.4	79.9	80.6	81.1	n/a	Maintained	n/a
Governance	Parental Involvement	75.9	75.6	75.6	79.5	79.1	78.9	Intermediate	Maintained	Acceptable

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 Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 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 9, 9 KAE).
5. Participation in the PATs 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.
6. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
8. 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.
9. 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 LanguageArts 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.

Measure Evaluation Reference (Required AEAMs)

Achievement Evaluation

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 five achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
3-year High School Completion	0.00 - 65.95	65.95 - 74.10	74.10 - 84.79	84.79 - 89.00	89.00 - 100.00
5-year High School Completion	0.00 - 72.59	72.59 - 80.82	80.82 - 89.18	89.18 - 91.96	91.96 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00

Notes:
1. For all measures: 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%.

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 five 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

2023-2024 Financial Results

The Division's financial performance for the fiscal year ending August 31, 2024, reflects notable improvement, despite continued pressures from inflation, rising utility costs, and market fluctuations. With the pandemic's impact on enrollment largely behind us, the Division continues to see higher than average enrollment growth for the school year, which directly impact the funding provided by the province.

For the 2023-2024 fiscal year, total revenues surpassed budget by approximately $5.2 million, driven by higher-than-anticipated funding from the Government of Alberta, federal grants, fees, sales of services, and investment income. On the expense side, total expenditures amounted to $113.2 million, slightly exceeding budgeted amounts. However, the Division ended the year with a surplus of $714,711, a favorable variance from the budgeted deficit of $2.5 million.

This increase in revenues, combined with proactive expense management, increased the division's accumulated surplus to $16.36 million at year-end, up from $15.65 million. This surplus will provide flexibility in addressing ongoing and future financial challenges.

Financial Performance Overview
Revenues:

For the fiscal year 2023-2024, total revenues amounted to $113.9 million, exceeding the budgeted amount of $108.7 million by $5.2 million (4.8%). The positive variance can be attributed to several key factors.

Revenues	Budget	Actual	Variance $	Variance %
Government of Alberta & Other Governments	105,078,509	108,582,117	3,503,608	3.3%
Fees	1,722,838	2,051,811	328,973	19.1%
Sales of services and products	727,041	1,352,593	625,552	86.0%
Investment income	400,000	846,271	446,271	111.6%
Donations and other contributions	375,000	843,769	468,769	125.0%
Other revenue	436,932	220,307	(216,625)	-49.6%
Total revenue	108,740,320	113,896,868	5,156,548	4.7%

The Division received an additional $3.5 million in funding, primarily from the provincial government. This was due to increased funding allocations targeted at priority areas such as Low Incidence Supports, Curriculum Implementation, and funding for higher enrollment, as determined by the province's Weighted Moving Average (WMA) formula for calculating school division funding. Additionally, the Division received $757,000 under Jordan's Principle, which supported several Educational Assistant positions for students who met specific support criteria under the government funding framework.

Other sources of revenue increased from fees collected for school activities and school generated funds. Finally, due to the Bank of Canada maintaining a high overnight lending rate, the division's bank deposit and short-term investments generated an additional $446,000 in interest and investment income.

Expenses:

Total expenses for the year were $113.2 million, which exceeded the spring budget of $111.2 million by $2 million (1.8%). The increase was primarily due to higher-than-expected enrollment, which led the Division to increasing its expenditures by $2.3 million during the fall budget update in November 2023. Expenses included an additional $591,000 in classroom staffing to maintain classroom sizes; $592,000 spent on inclusive learning and multidisciplinary team by hiring Educational Assistants for increase special needs support and for Peace Collaborate partnership. Various other budget lines such as professional development, information technology infrastructure, leasing cost for student and staff devices and supplies across all schools and central office departments where also increased by $522,000.

While total expenditures were $2 million above the spring budget, the Division still ended the year with a surplus of $714,711, thanks to strong revenue performance and careful expense management. Approximately 80% of the additional expenses directly supported classrooms and students. As additional funding was received throughout the year, the Division took action to utilize as much as possible in the current year to add additional supports in our priority areas. Despite the positive financial outcome, challenges arose in utilizing the additional funding received later in the school year. Delayed funding and recruitment difficulties due to broader labor shortages in the K-12 education sector resulted in some vacant positions, limiting the Division's ability to fully utilize the funds as planned.

Expenses	Budget	Actual	Variance $	Variance %
Instruction - ECS	4,140,299	3,739,060	(401,239)	-9.7%
Instruction - Grade 1 to Grade 12	79,878,753	81,834,303	1,955,550	2.4%
Operations and maintenance	20,117,085	20,624,480	507,395	2.5%
Transportation	2,768,389	2,940,690	172,301	6.2%
System administration	3,197,487	3,236,118	38,631	1.2%
External Services	1,138,025	807,506	(330,519)	-29.0%
Total expenses	111,240,038	113,182,157	1,942,119	1.7%
Surplus	(2,499,718)	714,711	3,214,429	-128.6%

Actual Expenses by Object		Amount	%
Teacher Salaries and Benefits	$	60,592,215	54%
Support Staff Salaries and Benefits		24,573,989	22%
Services, Contracts and Supplies		18,666,488	16%
Amortization of Tangible Capital Assets		9,320,694	8%
Interest on Capital Debt and other interest		28,771	0%
Total	$	113,182,157	100%

Expenses by Object

- Teacher Salaries and Benefits
- Support Staff Salaries and Benefits
- Services, Contracts and Supplies
- Amortization of Tangible Capital Assets
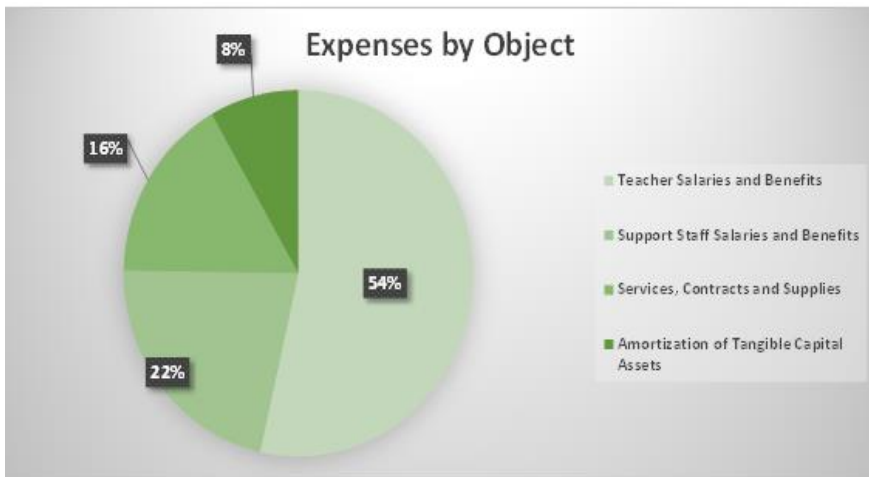
As shown in the chart to the left, 54% of total expenditures were devoted to teacher salaries and benefits, with the next largest portion allocated to support staff costs and services, contracts, and supplies, which together accounted for 38% of total expenses. These three categories represented 92% of the Division's total expenditure for the year.

In response to the pandemic, the Division had increased daytime cleaning services, adding custodial staff to ensure enhanced cleaning of high-touch surfaces. While the pandemic's impact has lessened, these costs remained in the 2023-2024 budget to maintain cleanliness and ensure schools remain safe and welcoming environments for students and staff.

Actual Expenses by Program	Amount	%
Instruction	$ 85,573,363	76%
Operations & Maintenance	20,624,480	18%
Transportation	2,940,690	3%
System administration	3,236,118	3%
External	807,506	1%
Total	$ 113,182,157	100%

Expenses by Program

- Instruction
- Operations & Maintenance
- Transportation
- System administration
- External
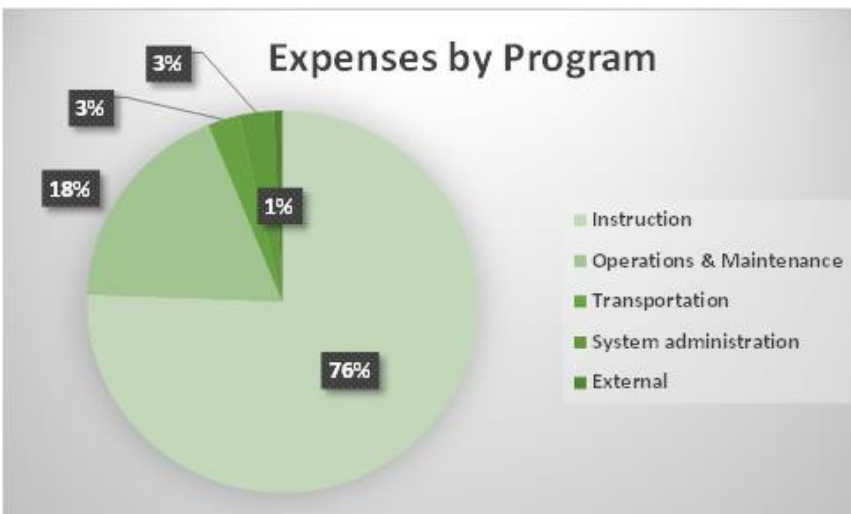
The Division continues to work collaboratively with neighboring school jurisdictions to enhance operational efficiency and create cost savings, while staying focused on its strategic educational priorities.

One key example of this collaboration is the ongoing shared student transportation arrangement in Grande Prairie, where the Division partners with the Grande Prairie and District Catholic School Division to reduce costs and maximize resources.

Additionally, the Division remains a partner in the Mental Health Capacity Building Grant, a joint initiative with other local school divisions and Alberta Health Services. This program, which began in 2021/2022, provides essential mental health supports to students. The Division has also directed additional funds, beyond provincial intervention grant funding, to address learning gaps caused by the shift to online learning during the pandemic. The positive outcomes of these efforts are evident in student progress.

Concluding remarks

The Division's financial performance for the 2023-2024 fiscal year reflects a strong, positive outcome. Revenues exceeded expectations, expenditures remained largely in line with budgeted forecasts, and the accumulated surplus grew, ensuring the Division's financial stability moving forward.

The favorable variance in the annual surplus provides an opportunity for strategic reinvestment in key educational areas, including maintaining classroom sizes, enhancing mental health supports, and addressing infrastructure needs. However, the Division must remain cautious in projecting future revenues, as government funding and other sources may fluctuate due to broader economic conditions and policy changes.

Moving forward, the Division's leadership will focus on:
- Reinvesting in educational priorities, particularly in areas such as technology, classroom resources, and mental health supports, to enhance student outcomes.
- Maintaining a conservative approach to budgeting, given the uncertainty surrounding future funding allocations.
- Strategically allocating surplus funds to strengthen financial reserves for future capital projects, infrastructure upgrades, and unforeseen financial pressures.
- Continuing collaborations with neighboring school divisions, particularly in areas like student transportation and mental health supports, which have proven effective in creating efficiencies and will remain a key focus.

Audited Financial Statements and related unaudited schedules: Audited Financial Statements
Provincial roll up of AFT information: https://www.alberta.ca/k-12-education-financial-statements.aspx

2024-2025 Budget

Budget Principles

The Board of Trustees reaffirmed the following budget principles to guide the Division's administration team in preparing the budget:

- support the 3 priority areas identified in the Division's Strategic Plan: Teaching and Learning, Leadership, and Inclusion;
- Allocate resources equitably to ensure that all schools, regardless of size, allow students to have access to high quality educational resources;
- support the continuous improvement of our Division;
- make the provision of front-line services to students a priority;
- consider the need for appropriate, reasonable, and sustainable levels of reserves to support future decision-making by the Board;
- shall be developed collaboratively;
- consider the long-term sustainability of optional programs offered within the Division; and
- support diversity and equity in our schools for the purpose of helping every student to succeed.

	Revenue	Expenses	Surplus (deficit)
Instruction	$ 83,312,101	$ 84,019,052	$ (706,951)
Operations & Maintenance	18,189,302	20,117,085	(1,927,783)
Transportation	2,949,677	2,768,389	181,288
System administration	3,342,449	3,197,487	144,962
External Services	946,791	1,138,025	(191,234)
Total	$ 108,740,320	$ 111,240,038	$ (2,499,718)

2024-2027 Capital Plan

The Grande Prairie Public School Division currently operates 18 school facilities, serving a student population of approximately 8,940. As the City of Grande Prairie continues to grow, the Division's three-year capital plan outlines key priorities for addressing the evolving needs of our facilities. The latest plan includes the modernization of existing schools, as well as the construction of a new school in a rapidly growing neighborhood.

Given the significant growth the Division has experienced over the past two years, it is clear that additional high school capacity will be required within the next five years. To address this need, the capital plan includes a request for permanent core building additions at our two high schools. According to the most recent enrollment projections, the Division is expected to reach 100% capacity at the high school level by the 2027/2028 school year, or potentially sooner if current growth trends persist.

Facility	Configuration	Project Description	Capacity
Crystal Park School	K-8	Modernization	800
Grande Prairie Composite High School	9-12	Permanent core building addition	300
Kensington School	K-8	New School	600
Charles Spencer High School	9-12	Permanent core building addition	200

[Division Capital Planning - Grande Prairie Public School Division (gppsd.ab.ca)](gppsd.ab.ca)

Appendix A

Provincial Achievement Tests by Subject
Grade 6
Grade 9

Diploma Exams by Subject

GPPSD Grade 6 PAT Results: Year to Year Comparison

1. The data for this analysis comes from Table 2.2 Standards Achieved by Students Writing the Test Acceptable Standard Includes Standard of Excellence.
2. Due to the COVID-19 pandemic, no reportable data is available for the 2019/2020 and 2020/2021 school years.
3. Due to the implementation of English LA and Mathematics curriculum, no reportable data is available for the 2023/2024 and 2022/2023 school year.
4. Division leaders will be working with schools to discuss 23/24 results; professional learning opportunities and student supports.

Grade 6 English LA	2023-**2024**		2022-**2023**		2021-**2022**		2018-**2019**		2017-**2018**	
	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD
Table 2.2 – All Students Writing										
Acceptable Standard	n/a	n/a	n/a	n/a	89.8	86	91.9	90.2	92.2	88.9
Standard of Excellence	n/a	n/a	n/a	n/a	22.3	17.1	19.6	15.2	19.7	14.6
Below Acceptable Standard	n/a	n/a	n/a	n/a	10.2	14	8.1	9.8	7.8	11.1
Table 2.2 – Indigenous Students Writing										
Acceptable Standard	n/a	n/a	n/a	n/a	76.0	81.7	82	88.3	80	78.5
Standard of Excellence	n/a	n/a	n/a	n/a	9.6	12.7	7.2	9.1	6.4	7.6
Below Acceptable Standard	n/a	n/a	n/a	n/a	24.0	18.3	18	11.7	20	21.5
Table 2.2 – EAL Students Writing										
Acceptable Standard	n/a	n/a	n/a	n/a	86.3	93.1	89.3	76.2	89.4	76.7
Standard of Excellence	n/a	n/a	n/a	n/a	17.9	10.3	15.1	0	14.1	10
Below Acceptable Standard	n/a	n/a	n/a	n/a	13.7	6.9	10.7	26.8	10.6	23.3

Interpretation: Due to the optional implementation of grade 6 English LA no reportable data is available for the 2023 -2024 and 2022-2023 school year.

Grade 6 English Social Studies	2023-**2024**		2022-**2023**		2021-**2022**		2018-**2019**		2017-**2018**	
	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD
Table 2.2 – All Students Writing										
Acceptable Standard	80.1	78	79.1	77.8	80.2	75.6	84.5	85.3	83.1	74.6
Standard of Excellence	23.7	21.2	22.1	19.2	24.5	18.1	27.9	25.5	26.3	18.6
Below Acceptable Standard	19.9	22	20.9	22.2	19.8	24.4	15.5	14.7	16.9	25.4
Table 2.2 – Indigenous Students Writing										
Acceptable Standard	60.9	63.0	59.8	63.3	60.3	59.7	66.3	71.8	61.3	56.4
Standard of Excellence	9.1	14.1	8.6	13.9	9.4	11.1	10.3	11.5	8.6	6.4
Below Acceptable Standard	39.1	37	40.2	36.7	39.7	40.3	33.7	28.2	38.7	43.6
Table 2.2 – EAL Students Writing										
Acceptable Standard	73.3	77.8	73.8	73.9	76.1	75.9	81.8	80	79.1	70
Standard of Excellence	18.7	18.5	17.7	15.2	19.9	13.8	22.5	5	20.9	13.3
Below Acceptable Standard	26.7	22.2	26.2	26.1	23.9	24.1	22.5	20	20.9	30

Interpretation: GPPSD Acceptable Standards and Standard of Excellence results slightly increased in 2023-2024.

Grade 6 English Mathematics	2023-**2024**		2022-**2023**		2021-**2022**		2018-**2019**		2017-**2018**	
	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD
Table 2.2 – All Students Writing										
Acceptable Standard	n/a	n/a	n/a	n/a	74.5	72.7	79.4	78.5	79.5	72.8
Standard of Excellence	n/a	n/a	n/a	n/a	14.7	10.4	16.4	13.2	15	8.7
Below Acceptable Standard	n/a	n/a	n/a	n/a	25.5	27.3	20.6	21.5	20.5	27.2
Table 2.2 – Indigenous Students Writing										
Acceptable Standard	n/a	n/a	n/a	n/a	51.6	56.6	58.2	61.7	57.3	57.9
Standard of Excellence	n/a	n/a	n/a	n/a	4.7	2.6	4.8	6.6	3.5	1.3
Below Acceptable Standard	n/a	n/a	n/a	n/a	48.4	43.4	41.8	32.9	42.7	42.1
Table 2.2 – EAL Students Writing										
Acceptable Standard	n/a	n/a	n/a	n/a	72.9	79.3	79.2	75	77.9	86.7
Standard of Excellence	n/a	n/a	n/a	n/a	14.6	13.8	15.8	25	14.5	0
Below Acceptable Standard	n/a	n/a	n/a	n/a	27.1	20.7	20.8	25	22.1	13.3

Interpretation: Due to the optional implementation of grade 6 English Mathematics no reportable data is available for the 2023-2024 and 2022-2023 school year.

Grade 6 English Science	2023-**2024**		2022-**2023**		2021-**2022**		2018-**2019**		2017-**2018**	
	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD
Table 2.2 - All Students Writing										
Acceptable Standard	81.8	64.4	79.9	77.4	84	83.2	85.9	86.2	86.8	85.8
Standard of Excellence	30.4	26.7	27	20.5	28.7	22.3	32.4	25.1	34.5	27.8
Below Acceptable Standard	18.2	35.6	20.1	22.6	16	16.8	14.1	13.8	13.2	14.2
Table 2.2 – Indigenous Students Writing										
Acceptable Standard	62.5	68.1	61.0	60	65.0	70.3	67.7	78.7	68.1	78.5
Standard of Excellence	11.6	5.8	11.9	12	12.4	9.5	13.6	13.3	13.3	8.9
Below Acceptable Standard	37.5	31.9	39	40	35.0	29.7	32.3	21.3	31.9	21.5
Table 2.2 – EAL Students Writing										
Acceptable Standard			72.9	69.4	79.8	86.2	83.2	81	82.6	76.7
Standard of Excellence			19.4	33.3	23.2	20.7	25.6	9.5	27.7	10
Below Acceptable Standard			27.1	30.6	20.2	13.8	16.8	19	17.4	23.3

Interpretation: Results are based on 45 students from 2 schools (Aspen Grove Digital and Grande Prairie Christian Paper) due to optional implementation of grade 6 English Science in 23/24. EAL results are suppressed as less than 6 students writing.

GPPSD Grade 6 PAT Results: Year to Year Comparison

1. The data for this analysis comes from Table 2.2 Standards Achieved by Students Writing the Test Acceptable Standard Includes Standard of Excellence.
2. Due to the COVID-19 pandemic, no reportable data is available for the 2019/2020 and 2020/2021 school years.
3. Due to the implementation of French Mathematics curriculum, no reportable data is available for the 2023/2024 and 2022/2023 school year.
4. Due to the implementation of the French Language Arts curriculum, no reportable data is available for the 2023/2024 school year.
4. Division leaders will be working with schools to discuss 22/23 results; professional learning opportunities and student supports.

	2023-**2024**		2022-**2023**		2021-**2022**		2018-**2019**		2017-**2018**	
Grade 6 French LA	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD
Table 2.2 – All Students Writing										
Acceptable Standard	n/a	n/a	83.1	69.6	81.1	61.7	89.7	83.7	88.9	82.3
Standard of Excellence	n/a	n/a	13.3	4.3	11.1	0	16.1	4.7	12.9	6.3
Below Acceptable Standard	n/a	n/a	16.9	30.4	18.9	38.3	10.3	16.3	11.1	17.7
Table 2.2 – Indigenous Students Writing										
Acceptable Standard	n/a	n/a	73.1	42.9	68.6	58.3	81.8	80	79.4	82.4
Standard of Excellence	n/a	n/a	5.9	0	6.9	0.0	6.7	0	5.6	0
Below Acceptable Standard	n/a	n/a	26.9	57.1	31.4	41.7	18.2	20	20.6	17.6
Table 2.2 – EAL Students Writing										
Acceptable Standard										
Standard of Excellence										
Below Acceptable Standard										

Interpretation: Due to the implementation of grade 6 French LA no reportable data is available for the 2023-2024 school year.

	2023-**2024**		2022-**2023**		2021-**2022**		2018-**2019**		2017-**2018**	
Grade 6 French Social Studies	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD
Table 2.2 – All Students Writing										
Acceptable Standard	70.2	63.1	68.4	47.8	69.5	59	79.1	67.1	79.3	65.8
Standard of Excellence	13	7.7	12.4	6	13	0	17	7.1	17.3	3
Below Acceptable Standard	29.8	36.9	31.6	52.2	30.5	41	20.9	32.9	20.7	34.2

Interpretation: GPPSD results increased over the previous two years. Strategies to support students in skill and process questions was a focus and will continue.

	2023-**2024**		2022-**2023**		2021-**2022**		2018-**2019**		2017-**2018**	
Grade 6 French Mathematics	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD
Table 2.2 – All Students Writing										
Acceptable Standard	n/a	n/a	n/a	n/a	80.5	76.7	84.4	76.7	86.9	80.8
Standard of Excellence	n/a	n/a	n/a	n/a	15.7	10	18.4	4.7	19.7	10.3
Below Acceptable Standard	n/a	n/a	n/a	n/a	19.5	23.3	15.6	23.3	13.1	19.2

Interpretation: Due to the optional implementation of grade 6 French Mathematics no reportable data is available for the 2023-2024 and 2022-2023 school year.

	2023-**2024**		2022-**2023**		2021-**2022**		2018-**2019**		2017-**2018**	
Grade 6 – French Science	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD
Table 2.2 – All Students Writing										
Acceptable Standard	76.5	72.3	72.3	50.7	76.5	67.2	81.9	69	85.6	75.9
Standard of Excellence	17.1	6.2	13.7	4.2	16.6	3.3	22.6	10.7	23.3	6.3
Below Acceptable Standard	23.5	27.7	27.7	49.3	23.5	32.8	18.1	31	14.4	24.1

Interpretation: GPPSD results increased and are only slightly below the province in both Acceptable Standard. Strategies to support students in skill questions was a focus and will continue.

GPPSD Grade 9 PAT Results: Year to Year Comparison

1. The data for this analysis comes from the Provincial Achievement Test Multi Year Report by Students Writing the Test Acceptable Standard Includes Standard of Excellence.
2. Due to the COVID-19 pandemic, no reportable data is available of the 2019/2020 and 2020/2021 school years.
3. June 2022 results at the Provincial and GPPSD levels are lower than previous years.
4. Division leaders will be working with schools to discuss 21/22 results; professional learning opportunities and student supports.

Grade 9 English LA	2023-**2024**		2022-**2023**		2021-**2022** - June		2018-**2019**		2017-**2018**	
	Prov	GPPSD	Prov	GPPSD	Prov	Prov	GPPSD	Prov	GPPSD	Prov
Table 2.2 – All Students Writing										
Acceptable Standard	83.8	81.1	85.1	78.6	85.4	79.4	84.9	80.6	85.6	80
Standard of Excellence	14.2	10.1	15.9	10.6	15.8	7.4	16.7	11.3	16.5	11.5
Below Acceptable Standard	16.2	18.9	14.9	21.4	14.6	20.6	15.1	19.4	14.4	20
Table 2.2 – Indigenous Students Writing										
Acceptable Standard	70.3	76.5	70.8	67.1	71.9	73.5	70.1	71.0	67.7	65.3
Standard of Excellence	6.6	8.8	6.4	4.9	5.3	5.9	5.4	1.6	6.1	4
Below Acceptable Standard	29.7	23.5	29.2	32.9	28.1	26.5	29.9	29.0	32.3	34.7
Table 2.2 – EAL Students Writing										
Acceptable Standard	69.3	67.6	73.4	86.4	77.4	68.2	73.9	60	75.3	77.5
Standard of Excellence	6.5	5.9	7.8	0.0	8.7	0.0	8	5	8	7.5
Below Acceptable Standard	30.7	32.4	26.6	13.6	22.6	31.8	26.1	40	24.7	22.5

Interpretation: GPPSD results have increased slightly. A consistent trend year over year is that students score higher in Acceptable Standard in 2024 on Part A Writing (87.5%) compared to Part B Reading (74.7%).

Grade 9 English Social Studies	2023-**2024**		2022-**2023**		2021-**2022** - June		2018-**2019**		2017-**2018**	
	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD
Table 2.2 – All Students Writing										
Acceptable Standard	71	59.6	69	57.1	72.4	60.3	76.9	71.1	74.2	64.8
Standard of Excellence	18.8	9.4	19	10.6	20.6	9.6	23.1	18.8	24.3	16.5
Below Acceptable Standard	29	40.4	31	42.9	27.6	39.7	23.1	28.9	25.8	35.2
Table 2.2 – Indigenous Students Writing										
Acceptable Standard	52.7	55.6	48.2	43	48.0	55.2	55.7	54.1	50.8	47.9
Standard of Excellence	8.5	11.1	7.0	2.5	5.7	3.0	8.4	8.2	8.4	5.5
Below Acceptable Standard	47.3	44.4	51.8	57	52.0	44.8	44.3	45.9	49.2	52.1
Table 2.2 – EAL Students Writing										
Acceptable Standard	58.3	68.6	58.7	54.5	64.7	68.2	68.3	52.4	66.4	72.7
Standard of Excellence	11.3	8.6	12.8	13.6	15.0	9.1	16.2	4.8	16.3	15.9
Below Acceptable Standard	41.7	31.4	41.3	45.5	35.3	31.8	31.7	47.6	33.6	27.3

Interpretation: Acceptable Standard increased slightly in 2024. Social Studies remains an area of focus for all schools.

	2023-**2024**		2022-**2023**		2021-**2022** - June		2018-**2019**		2017-**2018**	
Grade 9 English Mathematics	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD
Table 2.2 – All Students Writing										
Acceptable Standard	61	53.6	64	55.8	62.7	53.9	66.5	57.8	65.8	54.3
Standard of Excellence	16.2	8.5	15.6	8.4	19.6	13	20.8	17.5	16.4	10.4
Below Acceptable Standard	39	46.4	36	44.2	37.3	46.1	33.5	42.2	34.2	45.7
Table 2.2 – Indigenous Students Writing										
Acceptable Standard	39.0	50.7	41.5	36.7	37.8	39.1	40.2	42.4	39.2	38.9
Standard of Excellence	6.5	7.5	5.5	9.1	5.8	7.8	6.9	10.2	4.3	2.8
Below Acceptable Standard	61	49.3	58.5	63.3	62.2	60.9	59.8	57.6	60.8	61.1
Table 2.2 – EAL Students Writing										
Acceptable Standard	54.9	51.4	58.1	68.2	56.7	68.2	60.6	57.1	60.7	51.1
Standard of Excellence	13.5	13.5	13.9	4.5	15.6	22.7	18.6	19	13.8	15.6
Below Acceptable Standard	45.1	48.6	41.9	31.8	43.3	31.8	39.4	42.9	39.3	48.9

Interpretation: GPPSD results in Acceptable Standard decreased slightly. In 2024, students scored significantly higher, in Acceptable Standard on Part B (62.8%) compared to Part A (39.5%). Part A will remain an area of focus for improvement.

	2023-**2024**		2022-**2023**		2021-**2022** - June		2018-**2019**		2017-**2018**	
Grade 9 English Science	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD
Table 2.2 – All Students Writing										
Acceptable Standard	79	70.4	78.5	72.5	82	72.3	84.1	73.8	84.1	73.7
Standard of Excellence	24.8	13.3	24.1	12	27.6	15.2	29.7	19.6	27.4	15.4
Below Acceptable Standard	21	29.6	21.5	27.5	18	27.7	15.9	26.2	15.9	26.3
Table 2.2 – Indigenous Students Writing										
Acceptable Standard	62.5	68.1	59.6	51.2	65.3	67.7	66.4	67.2	63.9	57.1
Standard of Excellence	11.6	5.8	10.0	7.0	11.3	7.7	12.8	9.8	9.8	6.5
Below Acceptable Standard	37.5	31.9	40.4	48.8	34.7	32.3	33.6	32.8	36.1	42.9
Table 2.2 – EAL Students Writing										
Acceptable Standard	67.9	65.7	69.4	81	73.8	66.7	75.5	57.1	77.7	74.4
Standard of Excellence	16.7	14.3	17.5	4.8	18.1	4.8	20.7	4.8	18.8	16.3
Below Acceptable Standard	32.1	34.3	30.6	19	26.2	33.3	24.5	42.9	22.3	25.6

Interpretation: Although GPPSD results remain consistent in Science over the 5 years of data, they decreased slightly in 2024.

GPPSD Grade 9 PAT Results: Year to Year Comparison

1. The data for this analysis comes from Provincial Achievement Test Multi Year Report by Students Writing the Test Acceptable Standard Includes Standard of Excellence.

2. Due to the COVID-19 pandemic, no reportable data is available for the 2019/2020 and 2020/2021 school years.

3. Division leaders will be working with schools to discuss 23/24 results and next steps.

Grade 9 French LA	2023-**2024**		2022-**2023**		2021-**2022** - June		2018-**2019**		2017-**2018**	
	Prov	GPPSD	Prov	GPPSD	GPPSD	Prov	Prov	GPPSD	Prov	GPPSD
Table 2.2 – All Students Writing										
Acceptable Standard	81.5	72.8	80.8	67.3	79.4	75.4	85.6	79.7	84.9	79.6
Standard of Excellence	11.3	3.7	11.5	3.6	10.7	5.3	12.8	5.1	10.2	4.1
Below Acceptable Standard	18.5	27.2	19.2	32.7	20.6	24.6	14.4	20.3	15.1	20.4
Table 2.2 – Indigenous Students Writing										
Acceptable Standard	72.3	77.8	70.6	33.3	59.0	*	69.2	71	75.3	65.3
Standard of Excellence	6.4	11.1	4.8	0	5.7	*	5.5	1.6	4.7	4
Below Acceptable Standard	27.7	22.2	29.4	66.7	41.0	-	30.8	29	24.7	34.7
Table 2.2 – EAL Students Writing										
Acceptable Standard										
Standard of Excellence										
Below Acceptable Standard										

Interpretation: GPPSD results increased in Acceptable Standard and Standard of Excellence. Acceptable standard in 2024 on the reading portion (58%) was significantly lower than the written portion (86.4%). The written portion Acceptable Standard increased significantly from June 2023 (74.5%).

Grade 9 French Social Studies	2023-**2024**		2022-**2023**		2021-**2022** - June		2018-**2019**		2017-**2018**	
	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD
Table 2.2 – All Students Writing										
Acceptable Standard	70.1	62	73	59.3	78.5	60.3	79.2	64.4	78.8	75.5
Standard of Excellence	15	12.7	16.5	7.4	20.6	8.6	23.2	13.6	20.6	10.2
Below Acceptable Standard	29.9	38	27	40.7	21.5	39.7	20.8	35.6	21.2	24.5

Interpretation: Acceptable Standard and Standard of Excellence remain below provincial level; however, both increased over the previous year. Strategies to support students on skill and process questions will be a focus.

Grade 9 French Mathematics	2023-**2024**		2022-**2023**		2021-**2022** - June		2018-**2019**		2017-**2018**	
	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD
Table 2.2 – All Students Writing										
Acceptable Standard	74.3	66.7	74.6	71.4	75.5	63.2	80.8	70.4	79.3	72.9
Standard of Excellence	19.3	6.7	21.6	22.4	25.3	12.3	28.8	25.9	22.6	20.8
Below Acceptable Standard	25.7	33.3	25.4	28.6	24.5	36.8	19.2	29.6	20.7	27.1

Interpretation: In 2024, Acceptable Standard decreased, and students scored higher, on Part B (73.3%) compared to Part A (50.7%). Standard of Excellence significantly decreased from previous years.

Grade 9 French Science	2023-**2024**		2022-**2023**		2021-**2022** - June		2018-**2019**		2017-**2018**	
	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD
Table 2.2 – All Students Writing										
Acceptable Standard	81.8	71.4	82.5	70.9	83.8	77.4	88.9	83.1	88.2	81.6
Standard of Excellence	19.8	15.6	21.3	12.7	23.4	16.1	28.2	16.9	25.7	10.2
Below Acceptable Standard	18.2	28.6	17.5	29.1	16.2	22.6	11.1	16.9	11.8	18.4

Interpretation: Both Acceptable Standard and Standard of Excellence increased from the previous year; however, remain below provincial average. Strategies to support students on skill questions will be a focus.

GPPSD Diploma Examination Results 5 Year Trend Interpretation

1. The data for this analysis comes from the Diploma Examination Multi Year Reports. Acceptable Standard % includes Standard of Excellence %.
2. Due to the COVID-19 pandemic, the 2019/2020 results only include the January 2020 diploma exam administration.
3. Due to the COVID-19 pandemic, no reportable data is available for the 2020/2021 school year.
4. Due to the COVID-19 pandemic, the 2021/2022 results only include the June 2022 diploma exam administration.
5. As such, the 2019/2020 and 2021/2022 results are not comparable with previous years' results. Caution should be exercised when interpreting and comparing the results over time.

Acceptable Standard in 3/10 courses increased from 2022 - 2023 results. To support students at the high school level, teacher FTE was added to Charles Spencer High School and Grande Prairie Composite High School for the 2022/2023 and 2023/2024 school year. Division leaders will continue to work with schools to discuss 23/24 results, professional learning opportunities and student supports.

	2023/2024		2022/2023		2021/2022	Jun	2019/2020	Jan	2018/2019	
English Language Arts 30-1	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD
Diploma Results - All Students										
Acceptable Standard (%)	84.2	74.8	83.7	78.2	78.8	70.1	88.3	86.7	86.8	79.9
Standard of Excellence (%)	10.1	4.7	10.5	7.4	9.4	7.3	12.8	7.8	12.3	4
Fail Rate (%)	15.8	25.2	16.3	21.8	21.2	29.9	11.7	13.3	13.2	20.1
Diploma Results - Indigenous Students										
Acceptable Standard (%)	81.7	82.9	78.3	85.7	83.7	47.1			84.4	79.3
Standard of Excellence (%)	6.9	8.6	6.1	7.1	5.6	5.9			5.4	3.4
Fail Rate (%)	18.3	17.1	21.7	14.3	16.3	52.9			15.6	20.7
Diploma Results - EAL Students										
Acceptable Standard (%)	61.3	45.5	55.5	30	55.5	33.3			68.1	45.5
Standard of Excellence (%)	2.7	0	2.6	0	2.6	0.0			3.3	9.1
Fail Rate (%)	38.7	54.5	44.5	70	44.5	66.7			31.9	54.5
English Language Arts 30-2										
Diploma Results – All Students										
Acceptable Standard (%)	85.7	84.3	86.2	81	80.8	82.7	88.7	88	87.1	88.2
Standard of Excellence (%)	12.9	8.5	12.7	6.7	12.3	3.1	11.8	12	12.1	8.7
Fail Rate (%)	14.3	15.7	13.8	19	19.2	17.3	11.3	12	12.9	11.8
Diploma Results - Indigenous Students										
Acceptable Standard (%)	86	87.2	86.5	85.4	82.1	82.6			88.4	75
Standard of Excellence (%)	10.8	5.1	9.9	4.9	9.2	8.7			9.7	7.1
Fail Rate (%)	14	12.8	13.5	14.6	17.9	17.4			11.6	25
Diploma Results – EAL Students										
Acceptable Standard (%)	70	60	71.5	64.3	63.9	50.0			73.1	81.3
Standard of Excellence (%)	5.2	0	5.5	0	3.7	0.0			4.8	0
Fail Rate (%)	30	40	28.5	37.5	36.3	50			26.9	18.7

Interpretation: English 30-2 results are consistently higher than English 30-1 in Acceptable Standard; English 30-1 saw a slight decline in Acceptable Standard while English 30-2 saw a slight incline in both Acceptable Standard and Standard of Excellence.

English Social Studies 30-1	2023/2024		2022/2023		2021/2022	Jun	2019/2020	Jan	2018/2019	
	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD
Diploma Results – All Students										
Acceptable Standard (%)	85.2	71.7	83.5	74.6	81.5	85.9	87.4	92.9	86.6	75.5
Standard of Excellence (%)	18.7	10.1	15.9	8.9	15.8	17.2	18.4	15.3	17	4.6
Fail Rate (%)	14.8	28.3	16.5	25.4	18.5	14.1	12.6	7.1	13.4	24.5
Diploma Results – Indigenous Students										
Acceptable Standard (%)	79.1	84.6	73	70.8	72.5	83.3			77.3	75
Standard of Excellence (%)	10.6	11.5	8.6	8.3	7.4	16.7			7.6	0
Fail Rate (%)	20.9	15.4	27	29.2	27.5	16.7			22.7	25
Diploma Results – EAL Students										
Acceptable Standard (%)	70.5	58.3	72.7	*	68.7	85.7			79.1	50
Standard of Excellence (%)	10.7	0	8.8	*	9.0	14.3			9.6	0
Fail Rate (%)	29.5	41.7	27.3	*	31.3	14.3			20.9	50
English Social Studies 30-2										
Diploma Results – All Students										
Acceptable Standard (%)	77.6	70.3	78.1	71.2	72.5	53.6	80.9	77.4	77.8	70.1
Standard of Excellence (%)	12.7	7.6	12.3	2.5	13.2	0	11.8	6.6	12.2	5
Fail Rate (%)	22.4	29.7	21.9	28.8	27.5	46.4	19.1	22.6	22.2	29.9
Diploma Results – Indigenous Students										
Acceptable Standard (%)	72.9	75.5	72.3	79.5	66.0	47.6			72.7	65.2
Standard of Excellence (%)	6.6	6.1	5.4	2.3	5.4	0.0			6.1	8.7
Fail Rate (%)	27.1	24.5	27.7	20.5	34	52.4			27.3	34.8
Diploma Results – EAL Students										
Acceptable Standard (%)	63.2	56.3	62.5	37.5	55.6	12.5			65.7	53.8
Standard of Excellence (%)	8.3	6.3	7.8	6.3	7.1	0.0			7.5	0
Fail Rate (%)	36.8	43.7	37.5	62.5	44.4	87.5			34.3	46.2

Interpretation: In the last five years Social Studies 30-1 Acceptable Standard results exceeded those for Social Studies 30-2. Results in Social Studies 30-1 and 30-2 slightly declined in Acceptable Standard and increased in Standard of Excellence.

English Mathematics 30-1	2023/2024		2022/2023		2021/2022 Jun		2019/2020 Jan		2018/2019	
	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD
Diploma Results – All Students										
Acceptable Standard (%)	75.4	72.1	70.8	63.4	63.6	67.5	87.7	71.1	77.8	74
Standard of Excellence (%)	34.9	25.2	29	15.2	23	25	34.1	22.2	35.1	29.3
Fail Rate (%)	24.6	27.9	29.2	36.6	36.4	32.5	12.3	28.9	22.2	26
Diploma Results – Indigenous Students										
Acceptable Standard (%)	64.4	93.3	60.6	44.0	50.9	62.5			61.7	80
Standard of Excellence (%)	17	6.7	15	0	10.5	25.0			18.2	6.7
Fail Rate (%)	35.6	6.7	39.4	56	49.1	37.5			38.3	20
Diploma Results – EAL Students										
Acceptable Standard (%)	64	46.2	61.1	50.0	52.2	62.5			71.7	50
Standard of Excellence (%)	27.6	23.1	23.1	16.7	19.2	37.5			27.6	30
Fail Rate (%)	36	53.8	38.9	50.0	47.8	37.5			67.2	50
English Mathematics 30-2			Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD
Diploma Results – All Students										
Acceptable Standard (%)	70.9	66.9	71.1	68.8	61.5	56.1	78.1	79.5	76.5	76.6
Standard of Excellence (%)	15.4	6.2	15.2	9.9	11.8	7.6	17.9	6.4	16.8	10.3
Fail Rate (%)	29.1	33.1	28.9	31.2	38.5	43.9	21.9	20.5	23.5	23.4
Diploma Results – Indigenous Students										
Acceptable Standard (%)	64.8	61.9	65.8	73.9	55.2	60.0			72	62.5
Standard of Excellence (%)	10.1	14.3	12.1	4.3	7.3	0.0			12	0
Fail Rate (%)	35.2	38.1	34.2	26.1	44.8	40			28	37.5
Diploma Results – EAL Students										
Acceptable Standard (%)	57.7	33.3	58.5	66.7	46.9	*			68.8	83.3
Standard of Excellence (%)	9	0	9.7	11.1	6.3	*			11.6	0
Fail Rate (%)	42.3	66.7	41.5	33.3	53.1	*			31.2	16.7

Interpretation: Acceptable Standard and Standard of Excellence results in Mathematics 30-1 increased by 8.7% and 10% respectively.

	2023/2024		2022/2023		2021/2022	Jun	2019/2020	Jan	2018/2019	
Biology 30	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD
Diploma Results – All Students										
Acceptable Standard (%)	83.1	85.1	82.7	75.1	74.3	62.3	84.8	88.6	83.9	82.1
Standard of Excellence (%)	33.7	24.5	32.8	13.6	25.2	10.4	34.8	35.6	35.5	27.4
Fail Rate (%)	16.9	14.9	17.3	24.9	25.7	37.7	15.2	11.4	16.1	17.9
Diploma Results – Indigenous Students										
Acceptable Standard (%)	72.8	76.9	72.5	83.3	58.9	50.0			72.6	84.2
Standard of Excellence (%)	17	11.5	19.1	22.2	11.5	8.3			17.8	10.5
Fail Rate (%)	27.2	23.1	27.5	16.7	41.1	50			27.4	15.8
Diploma Results – EAL Students										
Acceptable Standard (%)	69.7	88.9	72.8	44.4	61.0	55.6			76.6	55.6
Standard of Excellence (%)	23.6	22.2	24.7	0	18.0	0.0			24.7	22.2
Fail Rate (%)	30.3	11.1	27.2	55.6	39	44.4			23.4	44.4
Chemistry 30			Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD
Diploma Results – All Students										
Acceptable Standard (%)	82.9	75.8	80.5	76.1	77.1	82.4	85.6	81.8	85.7	75.6
Standard of Excellence (%)	38	19.5	37	20.9	31.1	29.4	35.9	21.6	42.5	23.8
Fail Rate (%)	17.1	24.2	19.5	23.9	22.9	17.6	14.4	18.2	14.3	24.4
Diploma Results – Indigenous Students										
Acceptable Standard (%)	78.2	77.8	70	69.2	62.5	63.6			72.9	60
Standard of Excellence (%)	23.5	0	24	7.7	15.4	18.2			23.7	20
Fail Rate (%)	21.8	22.2	30	30.8	37.5	36.4			27.1	40
Diploma Results – EAL Students										
Acceptable Standard (%)	73.2	91.7	73.5	*	67.9	*			78.8	42.9
Standard of Excellence (%)	29.6	0	29.9	*	23.5	*			34.6	28.6
Fail Rate (%)	26.8	8.3	26.5	*	32.1	*			21.2	57.1
Physics 30			Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD
Diploma Results – All Students										
Acceptable Standard (%)	85.1	70.7	82.3	74.6	78.5	83	86.7	81.7	87.5	70.8
Standard of Excellence (%)	43.1	20	39.9	13.6	34.6	19.1	46.3	28.3	43.5	16.9
Fail Rate (%)	14.9	29.3	17.7	25.4	21.5	17	13.3	18.3	12.5	29.2
Diploma Results – Indigenous Students										
Acceptable Standard (%)	80.4	*	72	*	68.6	100.0			74.1	33.3
Standard of Excellence (%)	23.2	*	26.8	*	25.2	37.5			25.9	0
Fail Rate (%)	19.6	*	28	*	31.4	0			25.9	66.7
Diploma Results – EAL Students										
Acceptable Standard (%)	71.3	*	75.7	*	63.1	*			79.3	
Standard of Excellence (%)	32.9	*	32.3	*	26.4	*			32.3	
Fail Rate (%)	28.7	*	24.3	*	36.9	*			20.7	

Science 30	2023/2024		2022/2023		2021/2022	Jun	2019/2020	Jan	2018/2019	
	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD
Diploma Results – All Students										
Acceptable Standard (%)	81.3	77.6	79.4	81.8	75.7	65.2	86.5	75	85.7	80.4
Standard of Excellence (%)	24.6	6.1	23.1	11.4	17.2	4.3	28.6	10	31.2	11.8
Fail Rate (%)	18.7	22.4	20.6	18.2	24.3	34.8	13.5	25	14.3	19.6
Diploma Results – Indigenous Students										
Acceptable Standard (%)	78.1	77.8	75.3	*	70.0	*			84.1	71.4
Standard of Excellence (%)	18.5	11.1	18.7	*	7.2	*			19.5	14.3
Fail Rate (%)	21.9	22.2	30.0	*	30.0	*			15.9	28.6
Diploma Results – EAL Students										
Acceptable Standard (%)	69	*	67.4	*	59.7	*			78.3	
Standard of Excellence (%)	16.2	*	16.1	*	11.8	*			21.8	
Fail Rate (%)	31	*	32.6	*	40.3	*			21.7	

Interpretation: Biology 30 Acceptable Standard increased by 10%. Standard of Excellence remains an area of focus in all four science courses.

GPPSD Diploma Examination Results 5 Year Trend Interpretation

1. The data for this analysis comes from the Diploma Examination Multi Year Reports. Acceptable Standard % includes Standard of Excellence %.
2. Due to the COVID-19 pandemic, the 2019/2020 results only include the January 2020 diploma exam administration.
3. Due to the COVID-19 pandemic, no reportable data is available for the 2020/2021 school year.
4. Due to the COVID-19 pandemic, the 2021/2022 results only include the June 2022 diploma exam administration.
5. As such, the 2019/2020 and 2021/2022 results are not comparable with previous years' results. Caution should be exercised when interpreting and comparing the results over time.

To support students at the high school level, teacher FTE was added to Charles Spencer High School and Grande Prairie Compositae High School for the 2022/2023 and 2023/2024 school years. Division leaders will be working with schools to discuss 23/24 results, professional learning opportunities and student supports.

French Language Arts 30-1	2023/2024		2022/2023		2021/2022 Jun		2019/2020 Jan		2018/2019	
	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD
Diploma Results – All Students										
Acceptable Standard (%)	95.3	90.9	93.1	78.6	91.9	100			93.0	100
Standard of Excellence (%)	8.6	0	6.1	0.0	6.8	0			20.9	10
Fail Rate (%)	4.7	9.1	6.9	21.4	8.1	0			7.0	0

Interpretation: French Language Arts 30-1 increased significantly from 2022 - 2023; however standard of excellence remains an area of focus.

French Social Studies 30-1	2023/2024		2022/2023 Jun		2021/2022 Jun		2019/2020 Jan		2018/2019	
	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD
Diploma Results – All Students										
Acceptable Standard (%)					82.1	66.7	87.4	88.9	98.8	100
Standard of Excellence (%)					16.1	16.7		0	29.3	11.1
Fail Rate (%)					17.9	33.3	12.6	11.1	1.2	0

Interpretation: French Social Studies 30-1 did not have enough students writing in 2023 - 2024; therefore, results are suppressed.

French Mathematics 30-1	2023/2024		2022/2023 Jun		2021/2022 Jun		2019/2020 Jan		2018/2019	
	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD
Diploma Results – All Students										
Acceptable Standard (%)									74.8	62.5
Standard of Excellence (%)									32.7	0
Fail Rate (%)									25.2	37.5

Interpretation: French Mathematics 30-1 did not have enough students writing in 2023 - 2024; therefore, results are suppressed.

Appendix B

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Provincial Numeracy Screen

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Literacy Screening Assessment	Number of Students Assessed		Number of Students at Risk from Beginning of Year		Number of Students at Risk at End of Year	
	2022	2023	2022	2023	2022	2023
Grade 1	669	637	298	157	62	76
Grade 2	664	644	242	166	49	94
Grade 3	657	635	206	164	59	129
Grade 4	419	*	136	*	44	*

*Grade 4 were not assessed with the same tools.

Literacy Growth	Number of Months Behind Grade Level at Initial Assessment			Average Number of Months Gained at Grade Level after Final Assessment		
	2022		2023	2022		2023
Grade 1	5.5		4.9	0.2		-0.6
Grade 2	8.2		8.1	6.5		-2.1
Grade 3	EN=14.8	FR=14.6	14.3	EN=7.8	FR=-6.4	-1.0
Grade 4	18.5		*	1.0		*

*Grade 4 were not assessed with the same tools.

Numeracy Screening Assessment	Number of Students Assessed		Number of Students at Risk from Beginning of Year		Number of Students at Risk at End of Year	
	2022	2023	2022	2023	2022	2023
Grade 1	669	637	198	208	52	113
Grade 2	664	644	214	205	20	111
Grade 3	657	635	162	117	19	70
Grade 4	419	*	119	*	22	*

*Grade 4 were not assessed with the same tools.

Numeracy Growth	Number of Months Behind Grade Level at Initial Assessment		Average Number of Months Gained at Grade Level after Final Assessment	
	2022	2023	2022	2023
Grade 1	7.4	8.2	3.3	3.3
Grade 2	9.9	9.3	5.5	3.3
Grade 3	9.8	10.3	-0.4	2.1
Grade 4	10+months	*	2.4	*

*Grade 4 were not assessed with the same tools.

The following charts report the percentage of students at each level:

Fountas & Pinnell Literacy K-8	All Students			First Nations, Metis, Inuit Students			English as an Additional Language Students		
	Above	At	Below	Above	At	Below	Above	At	Below
2023-2024	45	27	29	38	27	35	37	22	41
2022-2023	44	26	30	34	25	42	37	22	42
2021-2022	43	27	30	31	26	43	43	24	33
2020-2021	37	30	33	26	28	47	35	30	37
2019-2020	40	33	28	29	31	41	32	32	36

Fountas & Pinnell Literacy 1-3	All Students			First Nations, Metis, Inuit Students			English as an Additional Language Students		
	Above	At	Below	Above	At	Below	Above	At	Below
2023-2024	38	31	32	33	25	43	32	28	40
2022-2023	40	29	32	31	25	44	30	27	43
2021-2022	39	31	30	27	27	45	36	27	37
2020-2021	37	31	32	27	28	45	35	35	30

Fountas & Pinnell Literacy 4-6	All Students			First Nations, Metis, Inuit Students			English as an Additional Language Students		
	Above	At	Below	Above	At	Below	Above	At	Below
2023-2024	40	31	29	33	33	34	32	24	44
2022-2023	40	30	31	27	31	44	38	24	40
2021-2022	42	29	29	28	29	43	44	26	30
2020-2021	38	31	33	26	30	45	33	27	45

Fountas & Pinnell Literacy 7-8	All Students			First Nations, Metis, Inuit Students			English as an Additional Language Students		
	Above	At	Below	Above	At	Below	Above	At	Below
2023-2024	63	14	22	53	20	26	54	12	34
2022-2023	66	13	22	56	16	28	57	7	35
2021-2022	59	18	24	44	20	36	63	-	37
2020-2021	52	16	32	38	13	50	40	40	20

CC3 Grade 2 & 3 English	All Students		First Nations, Metis, Inuit Students		English as an Additional Language Students	
	Not at Risk	At Risk	Not at Risk	At Risk	Not at Risk	At Risk
2024 (Oct)	80	20	59	31	73	27
2023 (Oct)	73	27	62	38	53	47
2022 (Oct)	72	28	65	35	77	23

CC3 Grade 2 & 3 English	All Students			First Nations, Metis, Inuit Students			English as an Additional Language Students		
	Above	Below	At Risk	Above	Below	At Risk	Above	Below	At Risk
2021 (Oct)	48	27	25	34	25	43	53	30	17

CC3 Grade 2 & 3 French	All Students		First Nations, Metis, Inuit Students		English as an Additional Language Students	
	Not at Risk	At Risk	Not at Risk	At Risk	Not at Risk	At Risk
2024 (Oct)	74	26	65	35	66	33
2023 (Oct)	77	23	59	41	100	0
2022 (Oct)	61	39	62	38	0	100

*No data for 2021 French CC3 due to an incorrect assessment

LeNS Grade 2 English	All Students		First Nations, Metis, Inuit Students		English as an Additional Language Students	
	Not at Risk	At Risk	Not at Risk	At Risk	Not at Risk	At Risk

2024 (Oct)	79	21	73	27	66	34
2023 (Oct)	80	20	65	35	63	37
2022 (Oct)	72	27	62	38	66	34

LeNS Grade 2 English	All Students			First Nations, Metis, Inuit Students			English as an Additional Language Students		
	Above	Below	At Risk	Above	Below	At Risk	Above	Below	At Risk
2021 (Oct)	59	18	24	43	17	39	57	21	21

LeNS Grade 2 French	All Students		First Nations, Metis, Inuit Students		English as an Additional Language Students	
	Not at Risk	At Risk	Not at Risk	At Risk	Not at Risk	At Risk
2024 (Oct)	55	45	78	22	0	100
2023 (Oct)	70	30	10	90	100	0
2022 (Oct)	72	27	62	38	66	34

*No data as the previous Spring's assessment was used instead of the fall assessment.

EICS Numeracy Gr 4-8	All Students		First Nations, Metis, Inuit Students		English as an Additional Language Students	
	At	Below	At	Below	At	Below
2024 (Oct)	8	92	5	95	11	89
2023 (Oct) (4-7)	6	94	4	96	7	93

* Current EICS Numeracy Assessment data reflects student the previous year's learning. "At" is reflected by 80%> based on previous grade outcomes.

MEA Numeracy Gr 9-10	All Students		First Nations, Metis, Inuit Students		English as an Additional Language Students	
	At	Below	At	Below	At	Below
2024 (Oct)	2	98	0	100	6	94

*Grade 10 Assessment represents first semester students.

MIPI Numeracy Gr 8-10	All Students		First Nations, Metis, Inuit Students		English as an Additional Language Students	
	At	Below	At	Below	At	Below
2023 (Oct)	19	81	16	84	20	80

*Grade 10 Assessment represents first semester students.

MIPI Numeracy Gr 2-8	All Students		First Nations, Metis, Inuit Students		English as an Additional Language Students	
	At	Below	At	Below	At	Below
2022 (Oct)	33	67	24	76	36	64
2021 (Oct)	29	71	20	80	39	61

* Current MIPI data reflects student the previous year's learning. "At" is reflected by 80%> based on previous grade outcomes.

Numeracy Gr 2-3	All Students		First Nations, Metis, Inuit Students		English as an Additional Language Students	
	At	Below	At	Below	At	Below
2024 (Oct)	71	29	62	38	67	33
2023 (Oct)	73	27	65	35	68	32

2022 (Oct)	66	34	63	37	58	42
2021 (Oct)	71	29	*	*	*	*

*We have no Indigenous or EAL data was not differentiated.

MIPI Numeracy Gr 8	All Students		First Nations, Metis, Inuit Students		English as an Additional Language Students	
	At	Below	At	Below	At	Below
2023 (Oct)	19	81	13	87	20	80

MIPI Numeracy Gr 9-10	All Students		First Nations, Metis, Inuit Students		English as an Additional Language Students	
	At	Below	At	Below	At	Below
2023 (Oct)	19	81	19	81	21	79

MIPI Numeracy Gr 2-3	All Students		First Nations, Metis, Inuit Students		English as an Additional Language Students	
	At	Below	At	Below	At	Below
2022 (Oct)	51	49	43	57	52	48
2021 (Oct)	50	50	42	58	53	47

MIPI Numeracy Gr 4-6	All Students		First Nations, Metis, Inuit Students		English as an Additional Language Students	
	At	Below	At	Below	At	Below
2022 (Oct)	28	72	17	83	31	69
2021 (Oct)	23	77	14	83	30	70

MIPI Numeracy Gr 7-8	All Students		First Nations, Metis, Inuit Students		English as an Additional Language Students	
	At	Below	At	Below	At	Below
2022 (Oct)	19	81	11	89	27	73
2021 (Oct)	19	81	6	94	39	61