

Accountability Pillar Overall Summary
Annual Education Results Reports – Revised May 2020
Authority: 1115 The Prairie Land School Division



Measure Category	Measure	Prairie Land 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
Safe and Caring Schools	Safe and Caring	93.7	93.0	92.9	89.4	89.0	89.2	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	76.1	77.4	77.6	82.4	82.2	82.0	Intermediate	Maintained	Acceptable
	Education Quality	91.0	92.2	91.3	90.3	90.2	90.1	Very High	Maintained	Excellent
	Drop Out Rate	1.9	3.0	1.3	2.7	2.6	2.7	Very High	n/a	n/a
	High School Completion Rate (3 yr)	93.7	92.6	90.2	79.7	79.1	78.4	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	86.0	82.6	n/a	73.8	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	25.1	23.8	n/a	20.6	20.0	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	73.0	78.3	n/a	83.6	83.4	n/a	n/a	n/a
	Diploma: Excellence	n/a	12.9	14.4	n/a	24.0	23.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	65.7	54.7	55.7	56.4	56.3	55.6	High	Improved	Good
	Rutherford Scholarship Eligibility Rate	73.6	65.1	66.8	66.6	64.8	63.5	High	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	73.5	77.5	75.6	60.1	59.0	58.5	Very High	Maintained	Excellent
	Work Preparation	83.8	90.4	89.0	84.1	83.0	82.7	High	Declined	Acceptable
	Citizenship	88.7	89.4	89.2	83.3	82.9	83.2	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	85.9	89.9	89.1	81.8	81.3	81.2	Very High	Declined	Good
Continuous Improvement	School Improvement	82.4	83.3	82.3	81.5	81.0	80.9	Very High	Maintained	Excellent

- Notes:
- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 - Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
 - Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.
 - Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
 - Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
 - 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 Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
 - Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
 - Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
 - 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.
 - Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.
 - Participation in Provincial Achievement Tests and Diploma Examinations were impacted by the COVID-19 pandemic in 2020.