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

2023 Alberta Education Results Reporting
2022-2023

Grande Prairie Public School Division
Every Student Succeeds

http://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.
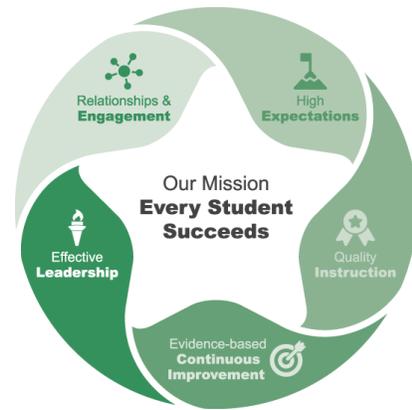
Message from the Superintendent of Schools

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 2021-2022 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 2022/2023 was approved by the Board on November 28, 2023.

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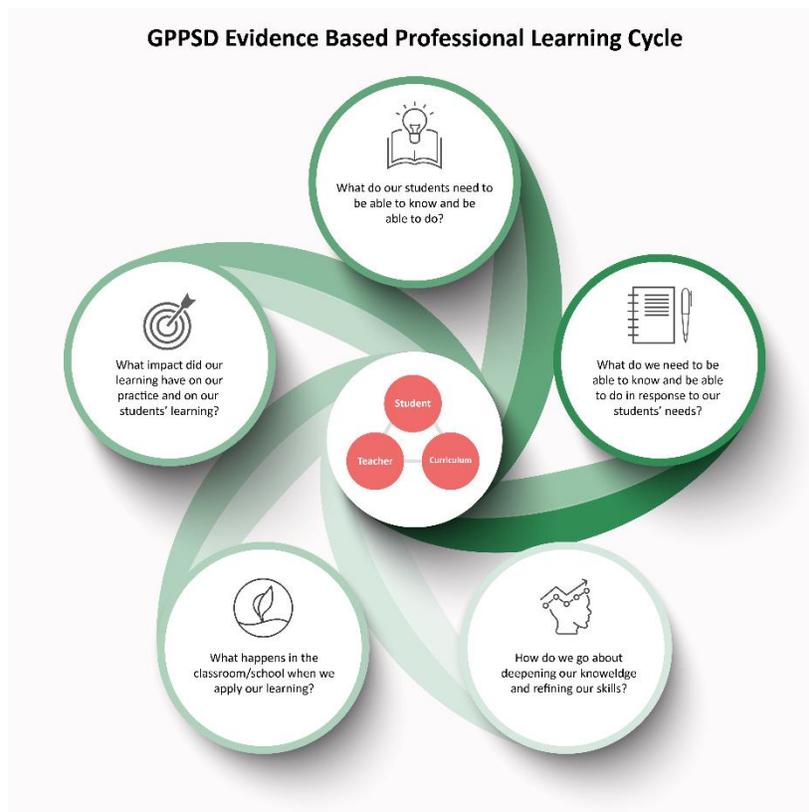
Supporting leaders and teachers to make evidence-informed decisions in planning and using evidence to guide professional growth continues to be a focus. Teachers and leaders gather ongoing classroom, school, division, and provincial evidence to inform priorities and outcomes in school and division planning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

System Leadership Collaborative Inquiry 2022-2023
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. 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% - 7.9% of the total student population with kindergarten being the lowest. Previous trends in the division saw a higher percentage of students in the K-3 grade levels. Approximately 9.6% of grade 1-12 students were new to the division in 22/23, up from 9% the previous year. We saw a decline in students transferring out of the division, approximately 678 students compared to 738 students the previous year.

Our student population is comprised of 18% self-identified indigenous students and 5% English as an Additional Language Students. 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	2021	2022	2023
Overall	6766	6325	6116	2367	2094	2362
Parent	2437	1855	1764	274	266	277
Student	3767	3908	3767	1734	1494	1735
Teacher	562	562	585	359	334	350

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. Moving forward, the Division is implementing in-person staff engagements in 2023-2024 that will be followed up with an online engagement through ThoughtExchange, a virtual platform, for staff to share and prioritize outcomes, strategies, and evidence.

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. School Council Chairs met four times. Both groups had the opportunity to learn about and give feedback on the priorities in the Division Education Plan and also met with their school Principal to discuss their School's Education Plan.

Division Assurance surveys were administered in April 2023 and the Alberta Education Assurance survey was administered in February / March 2023.

The Grande Prairie Public School Division Three Year Education Plan and Annual Results Report uses existing data available as of November 2023. 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, 2023.

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 2022/2023 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/board/Documents/Policy%2014%20Whistle%20Blowing%20Protection.pdf

Provincially the information on public disclosure can be accessed at: https://yourvoiceprotected.ca/resources/public-interest-disclosure-whistleblower-protection-act/ During the 2022-2023 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 the majority of 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

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.

In addition, a partnership with CAREERS will allow us to hire support for a career focus in grades seven through nine in 2023/2024. Targeted programming for students and information sessions for parents is an area that will support pathways to graduation and preparing students for life after high school.

Division	High School Completion 3 Year Rate				High School Completion 5 Year Rate			
Grade 10 Year	All	FNMI	ELL	Completion Year	All	FNMI	ELL	Completion Year
2014-15	68.4	44.6	69.8	2016-17	77.7	58.6	78.2	2017-18
2015-16	67.5	57.8	46.4	2017-18	79.1	62.6	88.3	2018-19
2016-17	70.6	51.2	46.4	2018-19	77.1	69.3	62.4	2019-20
2017-18	77.7	64.9	82.8	2019-20	80.3	64.5	79.0	2020-21
2018-19	80.3	65.1	83.3	2020-21	82.2	68.4	94.7	2021-22
2019-20	72.3	64.9	95.9	2021-22				

	Drop Out Rate						Returning Rate					
	Division			Province			Division			Province		
	All	FNMI	ELL	All	FNMI	ELL	All	FNMI	ELL	All	FNMI	ELL
2018	4.2	7.1	1.9	2.6	5.4	2.3	43.7	30.2	n/a	22.7	22.7	26.3
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

Multiple Pathways to High School Completion	2020	2021	2022	2023
Work Experience (% of credits)	4.5%	2.4%	5.8%	6.9%
RAP & CTS (% of credits)	14%	16.9%	18.7%	20.8%
Online Programming (# students registered in at least one course)	0	438	141	226
Bridge Network (credit attain.)	1816	1369	1646	1891

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

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				
	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
Overall	84.3	84.0	87.3	81.5	82.8	83.0	84.1	85.7	84.9	83.1
Parent	75.5	74.3	79.3	72.0	73.1	75.2	76.0	77.8	77.3	75.0
Teacher	93.1	93.8	95.4	91.0	92.6	90.8	92.2	93.7	92.5	93.1

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

	Division					Province				
	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
Overall	70.4	71.8	82.3	77.5	77.0	71.4	72.3	82.1	81.0	80.4
Parent	60.7	64.4	76.1	71.6	67.8	64.0	64.6	75.3	74.6	73.4
Teacher	80.1	79.2	88.5	83.4	86.2	78.8	80.6	88.9	87.4	87.3

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 examining enhanced communication from schools to students and parents to ensure they are aware of the support and opportunities available in our schools.

While Division results are consistent with Provincial results, one of the trends was lower student satisfaction responses than other responders. A leadership focus is to increase meaningful student engagement at the school and division level to better understand and respond to the results.

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

Average Student Attendance			
	All	FNMI	ELL
2018 - 2019	89	85	92
2019 - 2020	93	89	93
2020 - 2021	88	82	90
2021-2022	84	78	87
2022-2023	86	81	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				
	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
Overall	89.7	90.4	89.9	88.7	86.6	90.2	90.3	89.6	89.0	88.1
Parent	85.0	87.7	89.3	84.0	81.1	86.4	86.7	86.7	86.1	84.4
Student	87.4	86.1	84.7	85.7	85.1	88.1	87.8	86.3	85.9	85.7
Teacher	96.8	97.2	95.6	96.3	93.6	96.1	96.4	95.7	95	94.4

Percentage of teachers, parents and students who agree that students are engaged in their learning at school.						
	Division			Province		
	2021	2022	2023	2021	2022	2023
Overall	86.2	84.0	81.7	85.6	85.1	84.4
Parent	92.9	86.2	83.6	89.0	88.7	87.3
Student	69.9	69.6	68.0	71.8	71.3	70.9
Teacher	95.8	96.2	93.5	96.0	95.5	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				
	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
Overall	82.4	84.3	80.4	82.2	81.4	82.2	82.4	81.9	82.9	82.9
Parent	81.6	83.0	81.5	82.1	79.2	80.1	80.1	81.7	82.4	82.2
Student	75.7	78.8	75.6	78.3	77.1	77.4	77.8	74.9	76.9	77.4
Teacher	90.0	91.1	84.2	86.2	87.8	89.1	89.3	89.2	89.3	89.3

Academic Achievement

As a division, student achievement evidence from both provincial and local measures is examined to support teacher instruction and improve student learning.

This report includes specific results for all Provincial Achievement Test (PAT) and Diploma (DIP) exams, found in Appendix A. Prior to 2019/2020, results were stable and consistently showed a gap between provincial and division results. Results at the acceptable standard were above the province in five provincial achievement exams and five diploma exams.

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 most PAT exams and over half of Diploma exams. Three schools received targeted teacher allocation in 22/23 to support Indigenous and English as an Additional Language Students. This support has continued for the 23/24 year and has been focused on grades 4-6, with an additional school being added. Leadership has collaborated on structures, supports, and continues to monitor progress of identified students.

The division uses a variety of literacy and numeracy tools to support planning both at the school and system level. Our analysis from 21/22 verified our targeted intervention framework had a direct impact on student growth and achievement in grades 1-3. In 2022-2023 the targeted intervention with grades 1-4 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, triangulated with Fountas and Pinnell for grades 1-4, 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.

The division continued utilization of the Math Intervention/Programming Instrument (MIPI), an assessment which 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 MIPI include:
- patterning (grades 2-5)
- basic operations (grade 3-6)
- interpreting and plotting graphs (grades 7 and 8)

Growth areas indicated through MIPI include:
- subtraction (grades 2-6)
- division and multiplication (grades 4-8)
- fractions and decimals (grades 5-8)

The Division Numeracy Coordinator provided professional learning using data for responsive planning and supported school leaders with analyzing specific MIPI results to assist them in supporting teachers. The division is making a change with math assessments in the 2023-2024. Grades 3-8 will transition to the Elk Island School Division Screener (EISDS) while our high schools will continue with MIPI.

Supporting Grades 1-4 - 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, post-pandemic. Moving into the 2022-2023 school year, we support high schools with 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 2023-2024 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 Pyramids of response (Positive Behaviour Support Planning Flow Chart and Multi-Disciplinary Team Tiers of Intervention, GPPSD Attendance Pyramid) 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. 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.

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
Grade 1	669	298	62
Grade 2	664	242	49
Grade 3	657	206	59
Grade 4	419	136	44

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

*Grade 3 FR and EN data is separated out as significant difference in growth.

Numeracy Screening Assessment	Number of Students Assessed	Number of Students at Risk from Beginning	Number of Students at Risk at End of Year
Grade 1	669	198	52
Grade 2	664	214	20
Grade 3	657	162	19
Grade 4	419	119	22

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

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
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
2018-2019	45	28	28	37	25	39	35	28	38
2017-2018	6	47	47	32	28	40	n/a	n/a	n/a
2016-2017	36	40	23	25	37	38	n/a	n/a	n/a

* Data collection for 2016-2017 and 2017-2018 are reflective of students' instructional level. Effectively in the 2018-2019 school year, teachers report on students' independent levels.

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
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
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
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
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
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
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
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 4-7	All Students		First Nations, Metis, Inuit Students		English as an Additional Language Students	
	At	Below	At	Below	At	Below
2023 (Oct)	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.

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
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

The literacy skills students are learning at school are useful.

	Division		
	2021	2022	2023
Parent	97	90	88
Teacher	97	96	95

The numeracy skills students are learning at school are useful.

	Division		
	2021	2022	2023
Parent	93	88	88
Teacher	96	97	95

Provincial Achievement Tests	All Students		First Nations, Metis, Inuit Students		English as an Additional Language Students	
	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov
2022-2023	57/10	63/16	36/5	41/6	69/9	58/12
2021-2022	62/11	67/18	47/6	46/6	75/12	66/15
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	70/15	74/21	59/7	54/7	60/8	70/16
2017-2018	68/13	74/20	52/7	52/7	65/11	70/16
2016-2017	69/14	73/20	54/8	52/7	64/14	70/15

*Acceptable/Excellence

Diploma Examinations	All Students		First Nations, Metis, Inuit Students		English as an Additional Language Students	
	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov
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 results of jurisdiction in-service show a continued increase in satisfaction and local survey evidence for professional learning is at 94% satisfaction among teachers. This data indicates that the 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.

> 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				
	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
Teacher	86.9	84.2	77.9	79.2	85.1	85.2	85.0	84.9	83.7	82.2

Division Satisfaction Survey Teacher – Percentage of teachers agree that	2018	2019	2020
Satisfaction with Professional Learning		84	n/a
Opportunities for Professional Growth		84	n/a

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

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.

In the 22/23 school year, 37 teachers received $125,000 through the professional development clause in the collective agreement completing a total of 81 university graduate level credit and non-credit courses.

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 will be increased for the 23/24 school year.

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

Students are encouraged at school to be involved in activities that help the community					
	2019	2020	2021	2022	2023
Parent	71	80	66	69	70
Student 7-9	72	78	76	79	83
Student 10-12	55	58	57	61	60
Teacher	90	90	88	83	88

Indigenous Foundational Knowledge

The division acknowledges the collective responsibility to reconciliation and to work towards the 'Calls to Action on Education', 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 first phase of the division's Indigenous plan focused on embedding Truth and Reconciliation, applying foundational knowledge and Indigenous perspectives in classrooms. School leaders have participated in foundational learning that they will apply in their schools and Indigenous Liaisons have dedicated time to support foundational knowledge for students and staff.

Establishing formal and informal partnerships with agencies in our community and the surrounding areas is important. Engagement with our students, staff, parents, and community strengthens relationships, influences decision making and impacts the continued development of our planning.

The most important action in phase two of the plan is the creation of an Indigenous Learning Holistic Framework which will guide how Indigenous foundational knowledge can be embedded in classrooms for all students. Making reconciliation visible and embedded in our schools will support eliminating the achievement gap for our First Nations, Metis, and Inuit students. Currently our self-identified Indigenous students are disproportionately represented in division interventions. Division Indigenous Liaisons and social workers support the social emotional needs of students and families. To better meet the needs of students, enhancing our support at the classroom and whole-school level is essential.

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

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.

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 the 6% increase to 89% 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.

It is recognized that the social emotional and behavioural struggles some students experience can be a barrier to student learning. Professional learning opportunities with Dr. David Tranter on *The Third Path: A Relationship Approach to Student Well-Being and Achievement* were offered to school leaders to further build their leadership capabilities in supporting student and staff wellbeing.

The Division Wellness Committee continued to support staff in the 22/23 school year with the addition of a wellness coordinator and monthly wellness information is shared with staff. In February 2023, the division sponsored a staff wellness day including 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 showed a 3% increase on the question, "my workplace supports my wellness".

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 22/23 approximately 30,000 lunches

were provided to students. Unlike previous years, nutrition numbers increased in September and stayed consistent throughout the year. 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 Guide

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

Division Assurance Survey – Percentage of parents, students and staff agree that	Parents			Students			Staff		
	2021	**2022**	**2023**	**2021**	**2022**	**2023**	**2021**	**2022**	**2023**
Students are supported at school to be active, healthy, and well	95	96	94				97	96	97
My workplace supports my wellness							86	88	91

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

	Division			Province		
	2021	2022	2023	2021	2022	2023
Overall	86.5	82.3	82.4	87.8	86.1	84.7
Parent	87.8	80.7	82.4	88.2	86.9	85.6
Student	77.0	75.1	74.1	79.8	77.7	76.6
Teacher	94.9	91.0	90.7	95.3	93.6	92.0

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

	Division					Province				
	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
Overall	80.3	81.7	80.2	76.3	77.3	82.9	83.3	83.2	81.4	80.3
Parent	77.6	81.0	77.5	72.7	75.1	81.9	82.4	81.4	80.4	79.4
Student	69.3	69.8	71.1	68.3	68.3	73.5	73.8	74.1	72.1	71.3
Teacher	94.1	94.2	92.1	87.8	88.4	93.2	93.6	94.1	91.7	90.3

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

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

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

	Division			Province		
	2021	2022	2023	2021	2022	2023
Overall	78.7	76.9	77.8	82.6	81.6	80.6
Parent	78.7	70.5	72.2	78.9	77.4	75.7
Student	80.1	80.7	80.2	80.2	80.1	79.9
Teacher	77.4	79.5	81.0	88.7	87.3	86.2

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

	Division					Province				
	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
Overall	82.3	82.8	78.6	77.0	77.5	84.7	84.9	82.7	81.9	81.2
Parent	73.8	76.8	75.8	68.5	69.4	77.8	78.1	76.7	75.3	73.7
Student	80.8	81.8	80.1	80.7	80.2	81.9	82.2	80.2	80.1	79.9
Teacher	92.3	89.9	79.8	81.9	83.0	94.5	94.4	91.2	90.3	89.9

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

	Division					Province				
	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
Overall	74.1	76.2	68.1	72.3	73.7	73.1	75.2	71.8	72.6	72.9
Parent	60.4	69.4	64.4	63.2	68.0	61.1	68.4	65.7	67.4	68.4
Student	80.7	82.4	71.3	77.5	77.2	78.8	79.0	71.9	73.5	74.3
Teacher	81.1	76.7	68.6	76.1	75.8	79.3	78.1	77.8	77.0	76.0

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

	Division					Province				
	2019	2020	2021	2022	2023	2019	2020	2021	2022	2023
Overall	81.3	80.8	77.1	75.5	75.6	81.3	81.8	79.5	78.8	79.1
Parent	72.8	72.8	71.4	66.1	66.6	73.6	73.9	72.2	72.3	72.5
Teacher	89.8	88.8	82.8	84.8	84.6	89.0	89.6	86.8	85.2	85.7

Fall 2023 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	81.7	84.0	84.0	84.4	85.1	85.1	n/a	Declined Significantly	n/a
	Citizenship	77.3	76.3	79.0	80.3	81.4	82.3	Intermediate	Declined	Issue
	3-year High School Completion	72.3	80.3	76.2	80.7	83.2	82.3	Low	Declined	Issue
	5-year High School Completion	82.2	80.3	78.9	88.6	87.1	86.2	Intermediate	Improved	Good
	PAT: Acceptable	56.8	61.7	n/a	63.3	67.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	10.0	11.3	n/a	16.0	18.0	n/a	Very Low	n/a	n/a
	Diploma: Acceptable	74.3	72.5	n/a	80.3	75.2	n/a	Low	n/a	n/a
	Diploma: Excellence	9.7	12.3	n/a	21.2	18.2	n/a	Low	n/a	n/a
Teaching & Leading	Education Quality	86.6	88.7	89.5	88.1	89.0	89.7	Intermediate	Declined Significantly	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	82.4	82.3	82.3	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	77.8	76.9	76.9	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	75.6	75.5	78.2	79.1	78.8	80.3	Intermediate	Declined	Issue

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

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

2022-2023 Financial Results

For the 2022/2023 school year the Division saw a return to mostly normal operations as the pandemic shifted to an endemic as per the medical professionals. School options and extracurricular activities that had not occurred over the last couple of years were reinstituted. We also experienced additional funding announcements throughout the school year which were targeted to various specific areas of priority. The Division also faced escalating costs in supplies, services, utilities and insurance due to various market influences such as the escalation of the Bank of Canada overnight lending rate at a pace that has never been seen.

The Division revenue for the year exceeded budget by approximately $7.5 million of which $5.6 million was attributed to additional funding from the Federal Government and the province. Student enrolment for the year exceeded the projections utilized for the provincial funding calculations. As we transitioned to post pandemic enrolments, the Division did not have long term trends to rely on when it came to projecting the enrolments for the 2022/2023 school year. The Division experienced declines during the pandemic years and an increase of 2% the previous year. It was unclear if the recovery growth from the pandemic impact was complete or if more growth would occur. For the 2022/2023 school year the Division grew by over 4% from the previous year. The growth over the budgeted figures resulted in an additional $1.9 million of funding for the Division. Subsequent to preparing of the spring budget, additional funds of approximately $1 million was received for supports such as Low Incidence Supports and Services, Curriculum Implementation grants, displaced students grant, as well as funding for the Transportation Fuel Escalation Contingency Grant. An additional $0.4 million in revenue from the provincial government was recognized due to higher maintenance costs than budget from the Infrastructure, Maintenance and Renewal (IMR) funding. These funds were spent during the school year to maintain our schools. Unbudgeted Federal government funding of $0.5 million was received under the Jordan's Principle program which supported several Educational Assistant positions to support students who met the support criteria under the government funding framework.

Included in the $5.6 million increase in government funding from budget, is $1.6 million by Alberta Infrastructure for the Grande Prairie Composite High School replacement capital project. During the school year, the demolition of the old school building began. As a result of that project, additional funding provided for the demolition was recognized for the incurred progress as of August 31st, 2023.

Other sources of revenue increased due to school activities returning to pre-pandemic levels therefore the Division exceeded budgeted fees, sales of other services and donations. Finally due to an unanticipated increase in the Bank of Canada overnight lending interest rate, the Division's bank deposits generated $730K in additional interest revenue from budget.

Revenues	Budget	Actual	Var $	Var %
Government of Alberta and other government	$ 99,208,555	$ 104,851,101	$ 5,642,546	5.7%
Fees	1,631,500	1,895,074	263,574	16.2%
Sales of services and products	939,400	1,447,897	508,497	54.1%
Investment income	50,000	781,381	731,381	1462.8%
Donations and other contributions	300,000	828,099	528,099	176.0%
Other Revenue	396,065	197,071	(198,994)	-50.2%
Total Revenue	$ 102,525,520	$ 110,000,623	$ 7,475,103	7.3%

Illustrated in the table below is the variance summary between the budget and the actual expense incurred for the 2022-2023 school year. As the enrolment growth exceeded the assumption from the spring budget, the Division administration increased planned expenditures for the year during the fall budget update process. Additional expenditures of approximately $2.3 million were included in the budget update in November of

2022. Expenses included an additional $1 million in classroom staff to maintain classroom sizes. In addition to the additional classroom staff, another $0.5 million in staffing cost was added to support student mental health and wellbeing alongside $0.4 million of expenses for the planned curriculum implementation expenses. Various other budget lines such as insurance, building utilities and service contracts were increased from the spring estimates for a total of $0.5 million. As indicated in the revenue variance details above, the Division spent an additional $0.4 million of IMR funds than was included in the budget to maintain our school facilities.

The variance shown in the External Services operation line below is a direct result of a reclassification of expenses since the budget was prepared. Our fee paid program, KinderP al, which is an early learning Program of Choice for kindergarten-age students was included in the instruction costs during budget but was reflected in external services line in the results. This program is an optional program above and beyond the core provincial education services provided by the Division.

The table indicates an increase in expenses of $3.2 million from the spring budget for an overall surplus of $0.8 million. It is important to note while interpreting the overall surplus, that the revenue includes $1.7 million from the extinguishment of an asset retirement obligation associated with the demolition of the Grande Prairie Composite High School. The implementation of the new accounting guidelines in the 2023 financial statements creates a timing difference where the liability and expense for this disposition has been recognized in a previous year and this revenue is now recognized as funded by the provincial government only in 2023 when the demolition began. Once this accounting impact is removed, the operational results for the 2022-2023 school year is a deficit of $0.9 million as compared to a budgeted deficit of $3.5 million.

Expenses	Budget	Actual	Var $	Var %
Instruction - ECS	$ 4,625,778	$ 4,109,762	$ (516,016)	-11.2%
Instruction - Grade1 1 to Grade 12	75,747,687	77,442,554	1,694,867	2.2%
Operations and maintenance	19,616,102	20,957,586	1,341,484	6.8%
Transportation	2,610,746	2,627,457	16,711	0.6%
System administration	3,137,783	3,235,931	98,148	3.1%
External services	272,585	816,026	543,441	199.4%
Total expenses	$ 106,010,681	$ 109,189,316	$ 3,178,635	3.0%
Surplus	$ (3,485,161)	$ 811,307	$ 4,296,468	-123.3%

The budget aligns and supports the Division's three strategic priorities. This approach was maintained throughout the year, including the additional expenses that were accounted for in the fall of 2022. Approximately 86% of the additional expenses from the fall budget update directly impacted the students and classrooms. 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. Challenges presented themselves in those circumstances. Funding received later in the school year allows less time and flexibility to implement additional supports and find staff. As the province faces labour challenges, the K-12 public education sector also shares those labour challenges. During the 2022-2023, the Division did experience positions remaining vacant for some time periods as suitable candidates were sparce. The result of having vacant positions prevented the Division from fully utilizing funds planned for in the budget.

Expenses by Object	Amount	%
Teacher salaries and benefits	$ 57,525,677	53%
Support staff salaries and benefits	21,854,263	20%
Services, contracts and supplies	20,482,318	19%
Amortization of tangible capital assets	9,293,840	9%
Interest on capital debt and other interest	33,218	0%
Total expenses	$ 109,189,316	100%
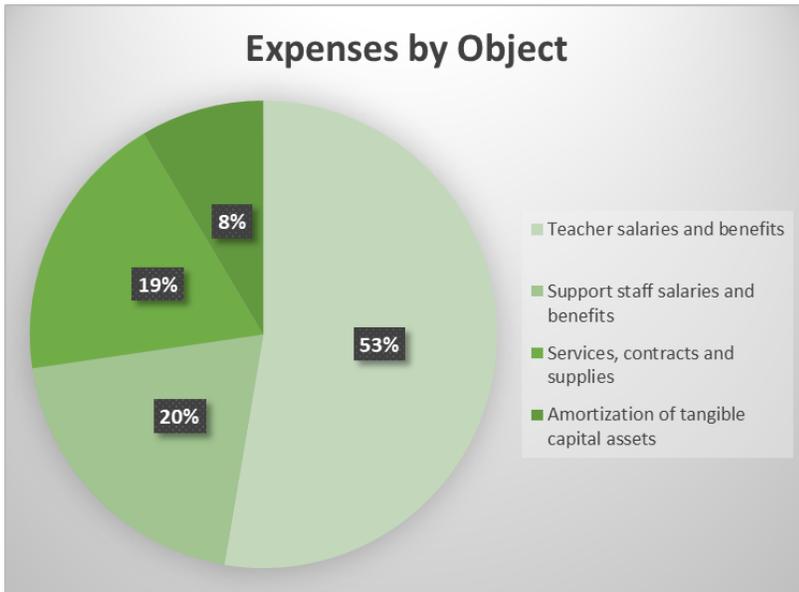
Expenses by Object

Illustrated to the left is the expenses by object indicating 53% of our expenditures relate to costs associated with our teachers. The next largest component relates to the support staff costs followed by the services, contracts and supplies at 19%. Those three expenditures areas for 92% of the entire budget for the 2022-2023 school year. At the beginning of the pandemic, the Division had increased daytime cleaning at schools with the addition of custodial staff with the view to review the approach once the pandemic eased. Those costs remained in the 2022-2023 expenses with the view of continuing to clean high touch surfaces and ensuring our schools continue to be safe and welcoming for our students and staff.

The Division continues to collaborate with other school jurisdictions to enhance the efficiencies and expenditure savings while maintaining alignment with the strategic educational priorities identified within the Division's education plan. One area that is a continued success is our ongoing sharing of the student transportation in the city of Grande Prairie between our division and the Grande Prairie and District Catholic School Division.

Expenses by Program	Amount	%
Instruction	$ 81,552,316	75%
Operations and maintenance	20,957,586	19%
Transportation	2,627,457	2%
System administration	3,235,931	3%
External services	816,026	1%
Total expenses	$ 109,189,316	100%
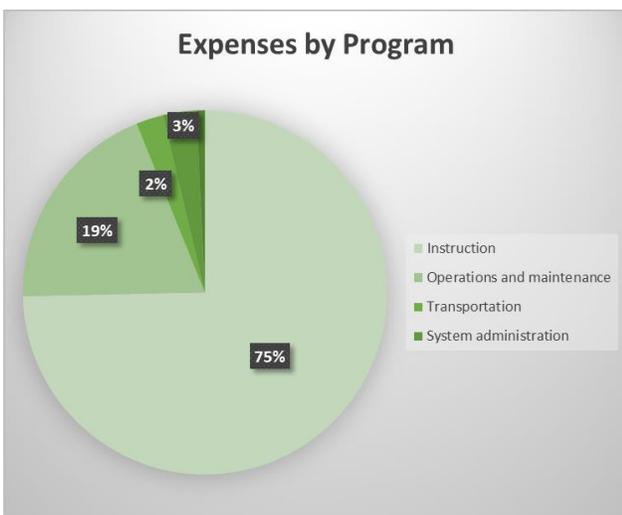
The Division continued to collaborate with neighboring divisions to provide mental health supports to our students. We are partners in a joint agreement with other local school divisions and Alberta Health Services for the Mental Health Capacity Building grant which is a continuation from the 2021/2022 school year. As a Division we also continue to direct a significant amount of funds above and beyond the provincial intervention grant funding to support students who experienced learning gaps during the recent school years due to shifting to online learning. The value of the program and the funds expended in this area is clearly seen with the results that have been achieved with our students.

Audited Financial Statements and related unaudited schedules: Audited Financial Statements

2023-2024 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;
- 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)
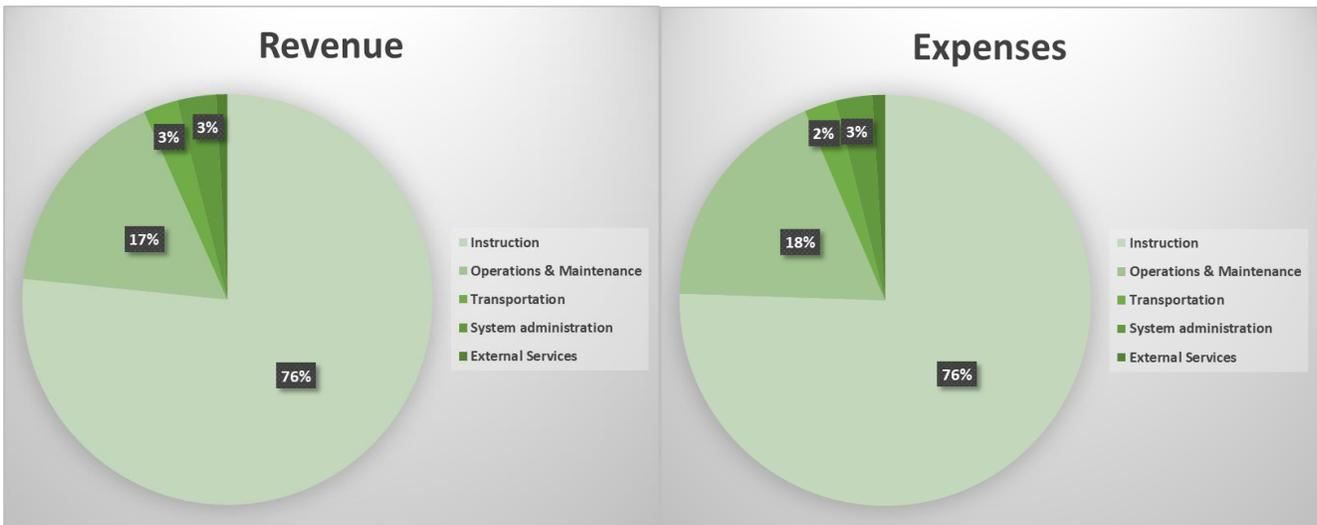
Division Budget - Grande Prairie Public School Division (gppsd.ab.ca)

For more information please email: gppsd.info@gppsd.ab.ca

2024-2027 Capital Plan

The Grande Prairie Public School Division maintains 18 school facilities for a student population of approximately 8800. As the community economy recovers, the city will continue to grow in the future years. To meet the growth needs, the three-year capital plan addresses the largest priorities for the Division's facilities. The latest three-year plan includes a modernization as well as a new school in a growing community neighborhood. It is evident with the growth the Division has experienced over the last two years that additional high school capacity needs to be added to our Division in the next five years. The capital plan addresses that need with the request of permanent core building additions to our two high schools. The recent update of enrolment projections indicates our Division will reach 100% of high school capacity in the 2027/2028 school year or possibly sooner if the recent growth trends continue.

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

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 optional implementation of English LA and Mathematics curriculum, no reportable data is available for the 2022/2023 school year.
4. Division leaders will be working with schools to discuss 22/23 results; professional learning opportunities and student supports.

Grade 6 English LA	2022-**2023**		2021-**2022**		2018-**2019**		2017-**2018**		2016-**2017**	
	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	Prov	GPPSD	Prov
Table 2.2 – All Students Writing										
Acceptable Standard	n/a	n/a	89.8	86	91.9	90.2	92.2	88.9	91.5	88.4
Standard of Excellence	n/a	n/a	22.3	17.1	19.6	15.2	19.7	14.6	20.9	11.6
Below Acceptable Standard	n/a	n/a	10.2	14	8.1	9.8	7.8	11.1	8.5	11.6
Table 2.2 – Indigenous Students Writing										
Acceptable Standard	n/a	n/a	76.0	81.7	82	88.3	80	78.5	78	87.3
Standard of Excellence	n/a	n/a	9.6	12.7	7.2	9.1	6.4	7.6	8.5	8.1
Below Acceptable Standard	n/a	n/a	24.0	18.3	18	11.7	20	21.5	22	12.7
Table 2.2 – EAL Students Writing										
Acceptable Standard	n/a	n/a	86.3	93.1	89.3	76.2	89.4	76.7	88.5	70.6
Standard of Excellence	n/a	n/a	17.9	10.3	15.1	0	14.1	10	14.9	1.8
Below Acceptable Standard	n/a	n/a	13.7	6.9	10.7	26.8	10.6	23.3	11.5	29.4

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

Grade 6 English Social Studies	2022-**2023**		2021-**2022**		2018-**2019**		2017-**2018**		2016-**2017**	
	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	Prov	GPPSD	Prov
Table 2.2 – All Students Writing										
Acceptable Standard	79.1	77.8	80.2	75.6	84.5	85.3	83.1	74.6	81.3	72.7
Standard of Excellence	22.1	19.2	24.5	18.1	27.9	25.5	26.3	18.6	25.1	14.1
Below Acceptable Standard	20.9	22.2	19.8	24.4	15.5	14.7	16.9	25.4	18.7	27.3
Table 2.2 – Indigenous Students Writing										
Acceptable Standard	59.8	63.3	60.3	59.7	66.3	71.8	61.3	56.4	58.7	63.2
Standard of Excellence	8.6	13.9	9.4	11.1	10.3	11.5	8.6	6.4	8.5	7.4
Below Acceptable Standard	40.2	36.7	39.7	40.3	33.7	28.2	38.7	43.6	41.3	36.8
Table 2.2 – EAL Students Writing										
Acceptable Standard	73.8	73.9	76.1	75.9	81.8	80	79.1	70	77.3	54.3
Standard of Excellence	17.7	15.2	19.9	13.8	22.5	5	20.9	13.3	20	8.6
Below Acceptable Standard	26.2	26.1	23.9	24.1	22.5	20	20.9	30	22.7	45.7

Interpretation: GPPSD Acceptable Standards and Standard of Excellence results increased in 2022-2023 and remain higher than the four years previous to June 2019.

Grade 6 English Mathematics	2022-**2023**		2021-**2022**		2018-**2019**		2017-**2018**		2016-**2017**	
	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	Prov	GPPSD	Prov
Table 2.2 – All Students Writing										
Acceptable Standard	n/a	n/a	74.5	72.7	79.4	78.5	79.5	72.8	76.2	72.1
Standard of Excellence	n/a	n/a	14.7	10.4	16.4	13.2	15	8.7	13.7	7.1
Below Acceptable Standard	n/a	n/a	25.5	27.3	20.6	21.5	20.5	27.2	23.8	27.9
Table 2.2 – Indigenous Students Writing										
Acceptable Standard	n/a	n/a	51.6	56.6	58.2	61.7	57.3	57.9	51.3	63.8
Standard of Excellence	n/a	n/a	4.7	2.6	4.8	6.6	3.5	1.3	3.9	4.3
Below Acceptable Standard	n/a	n/a	48.4	43.4	41.8	32.9	42.7	42.1	48.7	36.2
Table 2.2 – EAL Students Writing										
Acceptable Standard	n/a	n/a	72.9	79.3	79.2	75	77.9	86.7	74.6	69.4
Standard of Excellence	n/a	n/a	14.6	13.8	15.8	25	14.5	0	12.8	11.1
Below Acceptable Standard	n/a	n/a	27.1	20.7	20.8	25	22.1	13.3	25.4	30.6

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

Grade 6 English Science	2022-**2023**		2021-**2022**		2018-**2019**		2017-**2018**		2016-**2017**	
	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD
Table 2.2 - All Students Writing										
Acceptable Standard	79.9	77.4	84	83.2	85.9	86.2	86.8	85.8	86	85.3
Standard of Excellence	27	20.5	28.7	22.3	32.4	25.1	34.5	27.8	33.2	25.1
Below Acceptable Standard	20.1	22.6	16	16.8	14.1	13.8	13.2	14.2	14	14.7
Table 2.2 – Indigenous Students Writing										
Acceptable Standard	61.0	60	65.0	70.3	67.7	78.7	68.1	78.5	67.5	77.9
Standard of Excellence	11.9	12	12.4	9.5	13.6	13.3	13.3	8.9	13.6	14.7
Below Acceptable Standard	39	40	35.0	29.7	32.3	21.3	31.9	21.5	32.5	22.1
Table 2.2 – EAL Students Writing										
Acceptable Standard	72.9	69.4	79.8	86.2	83.2	81	82.6	76.7	81	72.2
Standard of Excellence	19.4	33.3	23.2	20.7	25.6	9.5	27.7	10	25.6	25.6
Below Acceptable Standard	27.1	30.6	20.2	13.8	16.8	19	17.4	23.3	19	27.8

Interpretation: Approximately half grade 6 students wrote the English Science exam due to optional implementation of curriculum. GPPSD results decreased from 2022-2023. Division Science Lead is working to support the Division wide implementation of Science 6 curriculum in 2023-2024.

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 optional implementation of French Mathematics curriculum, no reportable data is available for the 2022/2023 school year.
4. Division leaders will be working with schools to discuss 22/23 results; professional learning opportunities and student supports.

	2022-**2023**		2021-**2022**		2018-**2019**		2017-**2018**		2016-**2017**	
Grade 6 French LA	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD
Table 2.2 – All Students Writing										
Acceptable Standard	83.1	69.6	81.1	61.7	89.7	83.7	88.9	82.3	88.5	77.3
Standard of Excellence	13.3	4.3	11.1	0	16.1	4.7	12.9	6.3	14	8
Below Acceptable Standard	16.9	30.4	18.9	38.3	10.3	16.3	11.1	17.7	11.5	22.7
Table 2.2 – Indigenous Students Writing										
Acceptable Standard	73.1	42.9	68.6	58.3	81.8	80	79.4	82.4	77.2	72.7
Standard of Excellence	5.9	0	6.9	0.0	6.7	0	5.6	0	5.9	9.1
Below Acceptable Standard	26.9	57.1	31.4	41.7	18.2	20	20.6	17.6	22.8	27.3
Table 2.2 – EAL Students Writing										
Acceptable Standard										
Standard of Excellence										
Below Acceptable Standard										

Interpretation: GPPSD results increased in June 2023 in both the areas of writing and reading. Standard of Excellence remains an area for improvement.

	2022-**2023**		2021-**2022**		2018-**2019**		2017-**2018**		2016-**2017**	
Grade 6 French Social Studies	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD
Table 2.2 – All Students Writing										
Acceptable Standard	68.4	47.8	69.5	59	79.1	67.1	79.3	65.8	77.8	61.3
Standard of Excellence	12.4	6	13	0	17	7.1	17.3	3	13.1	4
Below Acceptable Standard	31.6	52.2	30.5	41	20.9	32.9	20.7	34.2	22.2	38.7

Interpretation: GPPSD results decreased and remain below the province in both Acceptable Standard and Standard of Excellence. Strategies to support students in skill and process questions will be a focus.

Grade 6 French Mathematics	2022-**2023**		2021-**2022**		2018-**2019**		2017-**2018**		2016-**2017**	
	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD
Table 2.2 – All Students Writing										
Acceptable Standard	n/a	n/a	80.5	76.7	84.4	76.7	86.9	80.8	82.3	66.7
Standard of Excellence	n/a	n/a	15.7	10	18.4	4.7	19.7	10.3	16.5	5.3
Below Acceptable Standard	n/a	n/a	19.5	23.3	15.6	23.3	13.1	19.2	17.7	33.3

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

Grade 6 – French Science	2022-**2023**		2021-**2022**		2018-**2019**		2017-**2018**		2016-**2017**	
	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD
Table 2.2 – All Students Writing										
Acceptable Standard	72.3	50.7	76.5	67.2	81.9	69	85.6	75.9	83.3	64.9
Standard of Excellence	13.7	4.2	16.6	3.3	22.6	10.7	23.3	6.3	22.4	5.4
Below Acceptable Standard	27.7	49.3	23.5	32.8	18.1	31	14.4	24.1	16.7	35.1

Interpretation: GPPSD results decreased and remain below the province in both Acceptable Standard and Standard of Excellence. Strategies to support students in skill questions will be a focus.

GPPSD Grade 9 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 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.

	2022-**2023**		2021-**2022 - June**		2018-**2019**		2017-**2018**		2016-**2017**	
Grade 9 English LA	Prov	GPPSD	Prov	GPPSD	Prov	Prov	GPPSD	Prov	GPPSD	Prov
Table 2.2 – All Students Writing										
Acceptable Standard	85.1	78.6	85.4	79.4	84.9	80.6	85.6	80	86.4	85.6
Standard of Excellence	15.9	10.6	15.8	7.4	16.7	11.3	16.5	11.5	16.8	15.1
Below Acceptable Standard	14.9	21.4	14.6	20.6	15.1	19.4	14.4	20	13.6	14.4
Table 2.2 – Indigenous Students Writing										
Acceptable Standard	70.8	67.1	71.9	73.5	70.1	71.0	67.7	65.3	70	81.8
Standard of Excellence	6.4	4.9	5.3	5.9	5.4	1.6	6.1	4	5.8	10.9
Below Acceptable Standard	29.2	32.9	28.1	26.5	29.9	29.0	32.3	34.7	30	18.2
Table 2.2 – EAL Students Writing										
Acceptable Standard	73.4	86.4	77.4	68.2	73.9	60	75.3	77.5	75.8	74.2
Standard of Excellence	7.8	0.0	8.7	0.0	8	5	8	7.5	7.4	12.9
Below Acceptable Standard	26.6	13.6	22.6	31.8	26.1	40	24.7	22.5	24.2	25.8

Interpretation: GPPSD results have dropped slightly. A consistent trend year over year is that students score higher in Acceptable Standard on Part A Writing (2023: 85.7%) compared to Part B Reading (2023: 73.9%). However, in the Standard of Excellence students scored relatively the same on both parts.

	2022-**2023**		2021-**2022 - June**		2018-**2019**		2017-**2018**		2016-**2017**	
Grade 9 English Social Studies	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD
Table 2.2 – All Students Writing										
Acceptable Standard	69.3	54.7	72.4	60.3	76.9	71.1	74.2	64.8	74.7	67.4
Standard of Excellence	18.9	10.3	20.6	9.6	23.1	18.8	24.3	16.5	22.7	20.4
Below Acceptable Standard	30.7	45.3	27.6	39.7	23.1	28.9	25.8	35.2	25.3	32.6
Table 2.2 – Indigenous Students Writing										
Acceptable Standard	48.2	43	48.0	55.2	55.7	54.1	50.8	47.9	52.5	53.6
Standard of Excellence	7.0	2.5	5.7	3.0	8.4	8.2	8.4	5.5	8.2	12.5
Below Acceptable Standard	51.8	57	52.0	44.8	44.3	45.9	49.2	52.1	47.5	46.4
Table 2.2 – EAL Students Writing										
Acceptable Standard	58.7	54.5	64.7	68.2	68.3	52.4	66.4	72.7	67.1	68.8
Standard of Excellence	12.8	13.6	15.0	9.1	16.2	4.8	16.3	15.9	14.7	18.8
Below Acceptable Standard	41.3	45.5	35.3	31.8	31.7	47.6	33.6	27.3	32.9	31.3

Interpretation: GPPSD results were continually increasing prior to June 2022 in Acceptable Standard with a significant decline in 2022 and again in 2023. Standard of Excellence improved slightly.

Grade 9 English Mathematics	2022-**2023**		2021-**2022** - June		2018-**2019**		2017-**2018**		2016-**2017**	
	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD
Table 2.2 – All Students Writing										
Acceptable Standard	64.7	57.3	62.7	53.9	66.5	57.8	65.8	54.3	74.8	69.7
Standard of Excellence	16	9.7	19.6	13	20.8	17.5	16.4	10.4	21.1	19.4
Below Acceptable Standard	35.3	42.7	37.3	46.1	33.5	42.2	34.2	45.7	25.2	30.3
Table 2.2 – Indigenous Students Writing										
Acceptable Standard			37.8	39.1	40.2	42.4	39.2	38.9	49	50
Standard of Excellence			5.8	7.8	6.9	10.2	4.3	2.8	6.4	12.5
Below Acceptable Standard			62.2	60.9	59.8	57.6	60.8	61.1	51	50
Table 2.2 – EAL Students Writing										
Acceptable Standard			56.7	68.2	60.6	57.1	60.7	51.1	70.2	71.9
Standard of Excellence			15.6	22.7	18.6	19	13.8	15.6	18.6	18.8
Below Acceptable Standard			43.3	31.8	39.4	42.9	39.3	48.9	29.8	28.1

Interpretation: GPPSD results in Acceptable Standard increased slightly. In 2023, students scored significantly higher, in Acceptable Standard on Part B (62.0%) compared to Part A (38.2%). Part A will remain an area of focus for improvement.

Grade 9 English Science	2022-**2023**		2021-**2022** - June		2018-**2019**		2017-**2018**		2016-**2017**	
	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD
Table 2.2 – All Students Writing										
Acceptable Standard	78.8	72.3	82	72.3	84.1	73.8	84.1	73.7	82.4	77.8
Standard of Excellence	23.9	12.1	27.6	15.2	29.7	19.6	27.4	15.4	24	19
Below Acceptable Standard	21.2	27.7	18	27.7	15.9	26.2	15.9	26.3	17.6	22.2
Table 2.2 – Indigenous Students Writing										
Acceptable Standard			65.3	67.7	66.4	67.2	63.9	57.1	61	70.3
Standard of Excellence			11.3	7.7	12.8	9.8	9.8	6.5	8.9	9.4
Below Acceptable Standard			34.7	32.3	33.6	32.8	36.1	42.9	39	29.7
Table 2.2 – EAL Students Writing										
Acceptable Standard			73.8	66.7	75.5	57.1	77.7	74.4	75	71.9
Standard of Excellence			18.1	4.8	20.7	4.8	18.8	16.3	16.6	9.4
Below Acceptable Standard			26.2	33.3	24.5	42.9	22.3	25.6	25	28.1

Interpretation: GPPSD results have remained relatively consistent over the last four years; however, they still remain below the province in both Acceptable Standard and Standard of Excellence.

GPPSD Grade 9 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. June 2022 results at the Provincial and GPPSD levels are lower than previous years. Division leaders will be working with schools to discuss 21/22 results and next steps.

Grade 9 French LA	2022-**2023**		2021-**2022** - June		2018-**2019**		2017-**2018**		2016-**2017**	
	Prov	GPPSD	Prov	GPPSD	GPPSD	Prov	Prov	GPPSD	Prov	GPPSD
Table 2.2 – All Students Writing										
Acceptable Standard	80.8	67.3	79.4	75.4	85.6	79.7	84.9	79.6	86.4	82.9
Standard of Excellence	11.5	3.6	10.7	5.3	12.8	5.1	10.2	4.1	11.7	8.6
Below Acceptable Standard	19.2	32.7	20.6	24.6	14.4	20.3	15.1	20.4	13.6	17.1
Table 2.2 – Indigenous Students Writing										
Acceptable Standard	70.6	33.3	59.0	*	69.2	71	75.3	65.3	77.5	81.8
Standard of Excellence	4.8	0	5.7	*	5.5	1.6	4.7	4	8.5	10.9
Below Acceptable Standard	29.4	66.7	41.0	-	30.8	29	24.7	34.7	22.5	18.2
Table 2.2 – EAL Students Writing										
Acceptable Standard										
Standard of Excellence										
Below Acceptable Standard										

Interpretation: GPPSD results decreased in Acceptable Standard and Standard of Excellence. Students scored lower on the reading (69.1%) in 2023 than the written (74.5) on the written section. However, the written declined significantly from 2022 (84.2%).

Grade 9 French Social Studies	2022-**2023**		2021-**2022** - June		2018-**2019**		2017-**2018**		2016-**2017**	
	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD
Table 2.2 – All Students Writing										
Acceptable Standard	73	59.3	78.5	60.3	79.2	64.4	78.8	75.5	79	77.1
Standard of Excellence	16.5	7.4	20.6	8.6	23.2	13.6	20.6	10.2	21.4	14.3
Below Acceptable Standard	27	40.7	21.5	39.7	20.8	35.6	21.2	24.5	21	22.9

Interpretation: Acceptable Standard and Standard of Excellence remain below provincial level. Strategies to support students on skill and process questions will be a focus.

Grade 9 French Mathematics	2022-**2023**		2021-**2022** - June		2018-**2019**		2017-**2018**		2016-**2017**	
	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD
Table 2.2 – All Students Writing										
Acceptable Standard	74.6	71.4	75.5	63.2	80.8	70.4	79.3	72.9	85.2	82.4
Standard of Excellence	21.6	22.4	25.3	12.3	28.8	25.9	22.6	20.8	24.3	20.6
Below Acceptable Standard	25.4	28.6	24.5	36.8	19.2	29.6	20.7	27.1	14.8	17.6

Interpretation: In 2023, acceptable standard increased and students scored higher, in Acceptable Standard on Part B (81.6%) compared to Part A (63.3). However, Part A increased from (42.1%) in 2022. Standard of Excellence saw a significant increase.

Grade 9 French Science	2022-**2023**		2021-**2022 - June**		2018-**2019**		2017-**2018**		2016-**2017**	
	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD
Table 2.2 – All Students Writing										
Acceptable Standard	82.5	70.9	83.8	77.4	88.9	83.1	88.2	81.6	87.9	74.3
Standard of Excellence	21.3	12.7	23.4	16.1	28.2	16.9	25.7	10.2	22.9	2.9
Below Acceptable Standard	17.5	29.1	16.2	22.6	11.1	16.9	11.8	18.4	12.1	25.7

Interpretation: Acceptable Standard and Standard of Excellence remain below provincial level. 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 5/10 courses increased from 2022 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 22/23 results, professional learning opportunities and student supports.

	2022/2023		2021/2022	Jun	2019/2020	Jan	2018/2019		2017/2018	
English Language Arts 30-1	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD
Diploma Results - All Students										
Acceptable Standard (%)	83.7	78.2	78.8	70.1	88.3	86.7	86.8	79.9	87.5	84.4
Standard of Excellence (%)	10.5	7.4	9.4	7.3	12.8	7.8	12.3	4	13.2	9.4
Fail Rate (%)	16.3	21.8	21.2	29.9	11.7	13.3	13.2	20.1	12.5	15.6
Diploma Results - Indigenous Students										
Acceptable Standard (%)	78.3	85.7	83.7	47.1			84.4	79.3	83.1	80
Standard of Excellence (%)	6.1	7.1	5.6	5.9			5.4	3.4	5.9	11.4
Fail Rate (%)	21.7	14.3	16.3	52.9			15.6	20.7	16.9	20
Diploma Results - EAL Students										
Acceptable Standard (%)	55.5	30	55.5	33.3			68.1	45.5	71	57.1
Standard of Excellence (%)	2.6	0	2.6	0.0			3.3	9.1	3.8	0
Fail Rate (%)	44.5	70	44.5	66.7			31.9	54.5	29	42.9
English Language Arts 30-2										
Diploma Results – All Students										
Acceptable Standard (%)	86.2	81	80.8	82.7	88.7	88	87.1	88.2	88	86.4
Standard of Excellence (%)	12.7	6.7	12.3	3.1	11.8	12	12.1	8.7	13.1	5.9
Fail Rate (%)	13.8	19	19.2	17.3	11.3	12	12.9	11.8	12	13.6
Diploma Results - Indigenous Students										
Acceptable Standard (%)	86.5	85.4	82.1	82.6			88.4	75	88.5	89.7
Standard of Excellence (%)	9.9	4.9	9.2	8.7			9.7	7.1	10	3.4
Fail Rate (%)	13.5	14.6	17.9	17.4			11.6	25	11.5	10.3
Diploma Results – EAL Students										
Acceptable Standard (%)	71.5	64.3	63.9	50.0			73.1	81.3	76.3	57.1
Standard of Excellence (%)	5.5	0	3.7	0.0			4.8	0	4.8	0
Fail Rate (%)	28.5	37.5	36.3	50			26.9	18.7	23.7	42.9

Interpretation: English 30-2 results are consistently higher than English 30-1 in Acceptable Standard; however, English 301 saw an increase in Acceptable Standard in 2023. Standard of Excellence remains an area of focus.

	2022/2023		2021/2022	Jun	2019/2020	Jan	2018/2019		2017/2018	
English Social Studies 30-1	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD
Diploma Results – All Students										
Acceptable Standard (%)	83.5	74.6	81.5	85.9	87.4	92.9	86.6	75.5	78.6	79.9
Standard of Excellence (%)	15.9	8.9	15.8	17.2	18.4	15.3	17	4.6	17.7	11.1
Fail Rate (%)	16.5	25.4	18.5	14.1	12.6	7.1	13.4	24.5	21.4	20.1
Diploma Results – Indigenous Students										
Acceptable Standard (%)	73	70.8	72.5	83.3			77.3	75	75.3	80
Standard of Excellence (%)	8.6	8.3	7.4	16.7			7.6	0	8.1	10
Fail Rate (%)	27	29.2	27.5	16.7			22.7	25	24.7	20
Diploma Results – EAL Students										
Acceptable Standard (%)	72.7	*	68.7	85.7			79.1	50	77.9	
Standard of Excellence (%)	8.8	*	9.0	14.3			9.6	0	10	
Fail Rate (%)	27.3	*	31.3	14.3			20.9	50	22.1	
English Social Studies 30-2										
Diploma Results – All Students										
Acceptable Standard (%)	78.1	71.2	72.5	53.6	80.9	77.4	77.8	70.1	78.8	63.8
Standard of Excellence (%)	12.3	2.5	13.2	0	11.8	6.6	12.2	5	12.2	2.8
Fail Rate (%)	21.9	28.8	27.5	46.4	19.1	22.6	22.2	29.9	21.2	36.2
Diploma Results – Indigenous Students										
Acceptable Standard (%)	72.3	79.5	66.0	47.6			72.7	65.2	72.2	68.4
Standard of Excellence (%)	5.4	2.3	5.4	0.0			6.1	8.7	5.8	7.9
Fail Rate (%)	27.7	20.5	34	52.4			27.3	34.8	27.8	31.1
Diploma Results – EAL Students										
Acceptable Standard (%)	62.5	37.5	55.6	12.5			65.7	53.8	68	33.3
Standard of Excellence (%)	7.8	6.3	7.1	0.0			7.5	0	8.7	0
Fail Rate (%)	37.5	62.5	44.4	87.5			34.3	46.2	32	66.7

Interpretation: In the last five years Social Studies 30-1 Acceptable Standard results exceeded those for Social Studies 30-2. 2023 results in Social Studies 30-1, in both Acceptable Standard and Standard of Excellence, declined while Social Studies 30-2 saw a significant increase. Standard of Excellence remains an area for improvement in Social Studies 30-2.

English Mathematics 30-1	2022/2023		2021/2022 Jun		2019/2020 Jan		2018/2019		2017/2018	
	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD
Diploma Results – All Students										
Acceptable Standard (%)	70.8	63.4	63.6	67.5	87.7	71.1	77.8	74	77.8	76.5
Standard of Excellence (%)	29	15.2	23	25	34.1	22.2	35.1	29.3	35.3	27.3
Fail Rate (%)	29.2	36.6	36.4	32.5	12.3	28.9	22.2	26	22.2	23.5
Diploma Results – Indigenous Students										
Acceptable Standard (%)	60.6	44.0	50.9	62.5			61.7	80	61.3	69.2
Standard of Excellence (%)	15	0	10.5	25.0			18.2	6.7	15.3	7.7
Fail Rate (%)	39.4	56	49.1	37.5			38.3	20	38.7	30.8
Diploma Results – EAL Students										
Acceptable Standard (%)	61.1	50.0	52.2	62.5			71.7	50	71.5	70
Standard of Excellence (%)	23.1	16.7	19.2	37.5			27.6	30	29.3	40
Fail Rate (%)	38.9	50.0	47.8	37.5			67.2	50	28.5	30
English Mathematics 30-2	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD
Diploma Results – All Students										
Acceptable Standard (%)	71.1	68.8	61.5	56.1	78.1	79.5	76.5	76.6	74.2	72.8
Standard of Excellence (%)	15.2	9.9	11.8	7.6	17.9	6.4	16.8	10.3	16.4	7.9
Fail Rate (%)	28.9	31.2	38.5	43.9	21.9	20.5	23.5	23.4	25.8	27.2
Diploma Results – Indigenous Students										
Acceptable Standard (%)	65.8	73.9	55.2	60.0			72	62.5	69.1	73.7
Standard of Excellence (%)	12.1	4.3	7.3	0.0			12	0	9.7	10.5
Fail Rate (%)	34.2	26.1	44.8	40			28	37.5	30.9	26.3
Diploma Results – EAL Students										
Acceptable Standard (%)	58.5	66.7	46.9	*			68.8	83.3	66.1	50
Standard of Excellence (%)	9.7	11.1	6.3	*			11.6	0	12	0
Fail Rate (%)	41.5	33.3	53.1	*			31.2	16.7	33.9	50

Interpretation: Acceptable Standard and Standard of Excellence results in Mathematics 30-1 declined while Mathematics 30-2 increased.

	2022/2023		2021/2022		Jun 2019/2020		Jan 2018/2019		2017/2018	
Biology 30	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD
Diploma Results – All Students										
Acceptable Standard (%)	82.7	75.1	74.3	62.3	84.8	88.6	83.9	82.1	86.6	84.2
Standard of Excellence (%)	32.8	13.6	25.2	10.4	34.8	35.6	35.5	27.4	36.6	25.1
Fail Rate (%)	17.3	24.9	25.7	37.7	15.2	11.4	16.1	17.9	13.4	15.8
Diploma Results – Indigenous Students										
Acceptable Standard (%)	72.5	83.3	58.9	50.0			72.6	84.2	75.7	70.8
Standard of Excellence (%)	19.1	22.2	11.5	8.3			17.8	10.5	17.3	12.5
Fail Rate (%)	27.5	16.7	41.1	50			27.4	15.8	24.3	29.2
Diploma Results – EAL Students										
Acceptable Standard (%)	72.8	44.4	61.0	55.6			76.6	55.6	80.5	42.9
Standard of Excellence (%)	24.7	0	18.0	0.0			24.7	22.2	29.1	14.3
Fail Rate (%)	27.2	55.6	39	44.4			23.4	44.4	19.5	57.1
Chemistry 30	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD
Diploma Results – All Students										
Acceptable Standard (%)	80.5	76.1	77.1	82.4	85.6	81.8	85.7	75.6	83.6	71.1
Standard of Excellence (%)	37	20.9	31.1	29.4	35.9	21.6	42.5	23.8	38.3	23.7
Fail Rate (%)	19.5	23.9	22.9	17.6	14.4	18.2	14.3	24.4	16.4	28.9
Diploma Results – Indigenous Students										
Acceptable Standard (%)	70	69.2	62.5	63.6			72.9	60	69.7	80
Standard of Excellence (%)	24	7.7	15.4	18.2			23.7	20	19.9	0
Fail Rate (%)	30	30.8	37.5	36.4			27.1	40	30.3	20
Diploma Results – EAL Students										
Acceptable Standard (%)	73.5	*	67.9	*			78.8	42.9	79.3	55.6
Standard of Excellence (%)	29.9	*	23.5	*			34.6	28.6	33.2	0
Fail Rate (%)	26.5	*	32.1	*			21.2	57.1	20.7	44.4
Physics 30	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD
Diploma Results – All Students										
Acceptable Standard (%)	82.3	74.6	78.5	83	86.7	81.7	87.5	70.8	86.2	69.1
Standard of Excellence (%)	39.9	13.6	34.6	19.1	46.3	28.3	43.5	16.9	43.6	23.6
Fail Rate (%)	17.7	25.4	21.5	17	13.3	18.3	12.5	29.2	13.8	30.9
Diploma Results – Indigenous Students										
Acceptable Standard (%)	72	*	68.6	100.0			74.1	33.3	76.9	
Standard of Excellence (%)	26.8	*	25.2	37.5			25.9	0	24	
Fail Rate (%)	28	*	31.4	0			25.9	66.7	23.1	
Diploma Results – EAL Students										
Acceptable Standard (%)	75.7	*	63.1	*			79.3		79.4	
Standard of Excellence (%)	32.3	*	26.4	*			32.3		32.8	
Fail Rate (%)	24.3	*	36.9	*			20.7		10.6	

Science 30	2022/2023		2021/2022	Jun	2019/2020	Jan	2018/2019		2017/2018	
	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD
Diploma Results – All Students										
Acceptable Standard (%)	79.4	81.8	75.7	65.2	86.5	75	85.7	80.4	85.4	88.2
Standard of Excellence (%)	23.1	11.4	17.2	4.3	28.6	10	31.2	11.8	31.5	20.6
Fail Rate (%)	20.6	18.2	24.3	34.8	13.5	25	14.3	19.6	14.6	11.8
Diploma Results – Indigenous Students										
Acceptable Standard (%)	75.3	*	70.0	*			84.1	71.4	84.1	
Standard of Excellence (%)	18.7	*	7.2	*			19.5	14.3	24.4	
Fail Rate (%)	30.0	*	30.0	*			15.9	28.6	15.9	
Diploma Results – EAL Students										
Acceptable Standard (%)	67.4	*	59.7	*			78.3		75.8	
Standard of Excellence (%)	16.1	*	11.8	*			21.8		22.1	
Fail Rate (%)	32.6	*	40.3	*			21.7		24.2	

Interpretation: 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 school year. Division leaders will be working with schools to discuss 22/23 results, professional learning opportunities and student supports.

French Language Arts 30-1	2022/2023	Jun	2021/2022	Jun	2019/2020	Jan	2018/2019		2017/2018	
	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD
Diploma Results – All Students										
Acceptable Standard (%)	93.1	78.6	91.9	100			93.0	100	93.8	100
Standard of Excellence (%)	6.1	0.0	6.8	0			20.9	10	11	0
Fail Rate (%)	6.9	21.4	8.1	0			7.0	0	6.2	0

Interpretation: French Language Arts 30-1 decreased significantly.

French Social Studies 30-1	2022/2023	Jun	2021/2022	Jun	2019/2020	Jan	2018/2019		2017/2018	
	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD
Diploma Results – All Students										
Acceptable Standard (%)	n/a	n/a	82.1	66.7	87.4	88.9	98.8	100	86.2	80
Standard of Excellence (%)	n/a	n/a	16.1	16.7		0	29.3	11.1	29.5	0
Fail Rate (%)	n/a	n/a	17.9	33.3	12.6	11.1	1.2	0	13.8	20

Interpretation: French Social Studies 30-1 did not have enough students writing in 2022 - 2023; therefore, results are suppressed.

French Mathematics 30-1	2022/2023	Jun	2021/2022	Jun	2019/2020	Jan	2018/2019		2017/2018	
	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD
Diploma Results – All Students										
Acceptable Standard (%)							74.8	62.5	73.2	50
Standard of Excellence (%)							32.7	0	30.8	0
Fail Rate (%)							25.2	37.5	26.8	50

Interpretation: French Mathematics 30-1 did not have enough students writing in 2022 - 2023; therefore, results are suppressed.