



Grande Prairie Public School Division

Board Chair: Joan Nellis

Superintendent: Alexander (Sandy) McDonald

2022 Alberta Education Results Reporting

2021-2022



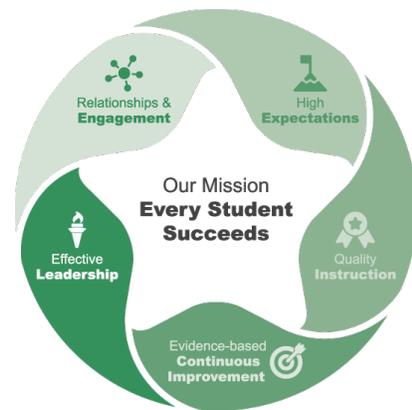
**Grande Prairie
Public School
Division**
Every Student Succeeds

<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 in 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 2021/2022 was approved by the Board on January 10, 2023.

Joan Nellis – Board of Trustees Chair

Alexander (Sandy) McDonald - Superintendent

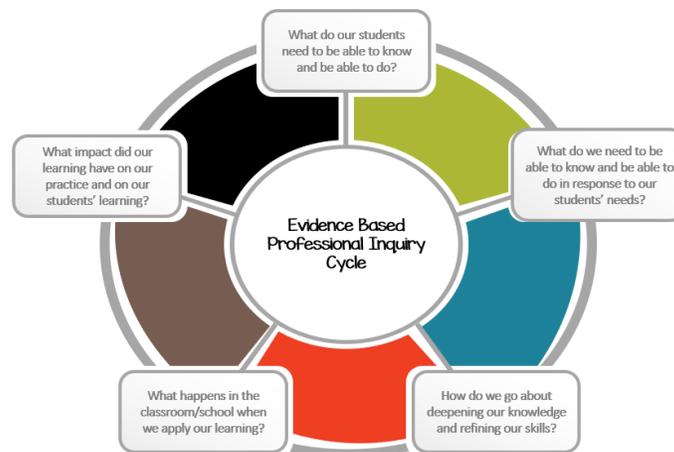
Who we are!

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.

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 2021-2022

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 written 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 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 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 8000 students in pre-school through grade 12 in eighteen schools with over 850 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 7.2% - 8.5% of the total student population. Previous trends in the division saw a higher percentage of students in the K-3 grade levels. Approximately 9% of grade 1-12 students were new to the division in 21/22, up from 6% the previous year. We saw a decline in students transferring out of the division, approximately 738 students compared to 1013 students the previous year.

Our student population is comprised of 17% self-identified indigenous students and 4% English Language Learner students. 2016 census data indicates that in Grande Prairie 26% of families with children are single parent families and 6.3% of children live in low-income households.

Stakeholder Engagement

Informing, collaborating, seeking feedback and engaging in structured activities with stakeholders to explore select topics makes a difference. 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	2021	2022
Overall	6766	6325	2367	2094
Parent	2437	1855	274	266
Student	3767	3908	1734	1494
Teacher	562	562	359	334

The 2021 – 2022 school year continued to present challenges as the Division looked for effective ways to support students, staff, and families. Shifts from in-person to at-home learning required us to collaborate with our school communities to support student learning as well as the social emotional health of students and staff. School leaders engaged with School Councils, staff, and students to support the development of their School Education Plans. School Councils met virtually and in person to provide feedback and advice during the development of School Education Plans and Result’s Reports.

The Division engaged with students, parents, and staff to gain a better understanding of junior high option course offerings and student interest. This information was used to plan for program offerings for the 22/23 school year. Another stakeholder engagement during the 21/22 year included a survey and virtual meetings open to staff and the community to support the finalizing of student attendance boundaries. High school student attendance boundaries were reviewed prior to the opening of the new Composite High School in September 2022. This process allowed the division to review all boundaries (K-12) to enhance school utilization. A Board of Trustee Student Advisory Committee has been established for the 22/23 school year to engage with and learn more from grade 4-12 students from across the division.

Division Assurance surveys were administered in April 2022 and the Alberta Education Assurance survey was administered in February / March 2022.

The Grande Prairie Public School Division Three Year Education Plan and Annual Results Report uses existing data available as of November 2022. 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 December 14, 2022.
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 2021/2022 by the end of November.

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 2021-2022 school year, there were no Whistleblower reports.

Fall 2022 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	84.0	86.2	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	76.3	80.2	81.0	81.4	83.2	83.1	Intermediate	Declined Significantly	Issue
	3-year High School Completion	80.3	77.7	72.0	83.2	83.4	81.1	Intermediate	Improved Significantly	Good
	5-year High School Completion	80.3	77.1	78.0	87.1	86.2	85.6	Low	Maintained	Issue
	PAT: Acceptable	61.7	n/a	70.1	67.3	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	11.3	n/a	15.3	18.0	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	72.5	n/a	77.8	75.2	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	12.3	n/a	13.0	18.2	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	88.7	89.9	90.0	89.0	89.6	90.3	High	Declined	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	82.3	86.5	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	76.9	78.7	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	75.5	77.1	81.1	78.8	79.5	81.5	Intermediate	Declined Significantly	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 and 2020/21 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. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 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.
4. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
5. 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.
6. 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

Achievement evaluation is based upon a comparison of Current Year data to a set of standards that remain consistent over time. The Standards are calculated by taking the 3-year average of 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 5 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:

- 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 5 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

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 the increase in completion rates.

- Flexible Programming: The Bridge Network Outreach, partnership with Golden Hills School Division to offer online programming for grades 10-12 in the 21/22 school year, The Link online programming for grade 9 (21/22)
- Off Campus Programming supported by partnerships with industry and Careers: The Next Generation
- English Language Learner high school courses are offered
- Focus on essential curricular outcomes to support student learning loss due to COVID-19
- 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

An area of continued focus moving forward are the 5-year completion rates. This process involves high schools identifying 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.

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				

	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

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

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

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

Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills, and attitudes necessary for lifelong learning.								
	Division				Province			
	2019	2020	2021	2022	2019	2020	2021	2022
Overall	70.4	71.8	82.3	77.5	71.4	72.3	82.1	81.0
Parent	60.7	64.4	76.1	71.6	64.0	64.6	75.3	74.6
Teacher	80.1	79.2	88.5	83.4	78.8	80.6	88.9	87.4

Overall Satisfaction, Engagement, and Expectations

We were encouraged to see that most results in this area improved slightly, with minimal decreases. The 2020 provincial survey was administered prior to the shift of students to at-home learning due to COVID-19. The 2021 and 2022 results account for the time that students would have been transitioning between at home and in-person learning multiple times. With these disruptions to learning, the satisfaction with the parent's overall quality of education declined slightly in the 21/22 year, while teacher and student results increased. We attribute these results to the work of our teachers and school leaders supporting multiple student transitions, maintaining communication, and focusing on the continuity of student learning. Our division and schools continued to recognize the social and emotional health of our students and families and responded accordingly.

Satisfaction with students accessing a broad range of studies saw an increase in satisfaction in 21/22, this result was anticipated as schools were able to ease some of the COVID-19 restrictions that were in place the previous school year. All regular programming was reintroduced in the 22/23 school year and anticipate this satisfaction result to continue to increase. Feedback from staff, parents and students identified the need to examine music and CTF programming in the division. We engaged with parents, students, and staff in 21/22 to gather feedback on grade seven and eight optional programming. Program offerings for 22/23 were based on these engagements. In addition, the Division has introduced STEM (science, technology, engineering, and mathematics) programming at three schools and increased access to Academy (athletics) programming for the 22/23 school year.

One of the trends identified in both the division and provincial surveys was that student satisfaction responses are lower than parent and staff responses. A leadership focus, discussed below, 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	2021	2022	2021	2022
There are high expectations for student achievement	93	94	90	89	93	90
Students are engaged in learning	90	91	83	82	91	91
Students are engaged at school	95	95	85	83	92	92
They are satisfied with Teaching & Learning	92	93	87	85	93	91
They are satisfied with the quality of education	93	94	89	87	92	91
Overall satisfaction	92	93	86	85	91	91

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

*** 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	2019	2020	2021	2022
Overall	89.7	90.4	89.9	88.7	90.2	90.3	89.6	89.0
Parent	85.0	87.7	89.3	84.0	86.4	86.7	86.7	86.1
Student	87.4	86.1	84.7	85.7	88.1	87.8	86.3	85.9
Teacher	96.8	97.2	95.6	96.3	96.1	96.4	95.7	95

Percentage of teachers, parents and students who agree that students are engaged in their learning at school.						
	Division			Province		
	2020	2021	2022	2020	2021	2022
Overall		86.2	84.0		85.6	85.1
Parent		92.9	86.2		89.0	88.7
Student		69.9	69.6		71.8	71.3
Teacher		95.8	96.2		96.0	95.5

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	2019	2020	2021	2022
Overall	82.4	84.3	80.4	82.2	82.2	82.4	81.9	82.9
Parent	81.6	83.0	81.5	82.1	80.1	80.1	81.7	82.4
Student	75.7	78.8	75.6	78.3	77.4	77.8	74.9	76.9
Teacher	90.0	91.1	84.2	86.2	89.1	89.3	89.2	89.3

Academic Achievement

Appendix A includes specific course results for all Provincial Achievement Test (PAT) and Diploma (DIP) exams. Three years prior to 2019/2020, showed stability in results; with, a gap between provincial and division scores. The June 2022 Provincial and Division results both show a decrease in student achievement. One area to highlight is that in six of the eleven diploma exams, the Division results exceeded the provincial average.

PAT results for our Indigenous students are at or above provincial averages on almost all exams; we continue to focus on supporting the achievement of our Indigenous students at all grade levels. Three schools have received targeted teacher allocation in 21/22 to support Indigenous and English Language Learner students. This support has continued for the 22/23 year and has been targeted to grades 4-6 and high school. Leadership has collaborated on structures, supports, and continues to monitor progress of identified students. Innovative Support Centers support the academic needs of students; 26% of students enrolled in these classrooms self-identify as Indigenous.

The main strategy to support academic achievement is the focus of school leadership teams on instructional leadership to support teacher planning, assessment, curriculum, and instruction. In 21/22 we saw school leaders working with teachers to develop a deeper understanding on how to use student assessment evidence to guide planning and instruction. This is work that continues through collaborative inquiry and with focused professional learning for both school leaders and teachers. The Division is in year 1 of implementation of the “big ideas” of our *Optimum Learning Framework* (OLF) to support instructional leadership and teaching and learning. We are also committed to finalizing the behaviours of teachers and leaders around OLF. Our local academic evidence indicates leaders are identifying the need to deepen their foundational knowledge and understanding of the impact of our *Optimum Learning Framework* on student growth. We know by building the capacity of instructional leaders to support teachers, the effect size on student growth will be positively impacted.

Attendance data, school achievement data, Grade 9 Provincial Achievement and Diploma results from June 2021, indicated that there were learning gaps for our grades 9-12 students as we came out of the pandemic. Moving into the 2022-2023 school year, we are supporting high schools with an extra layer of intervention, that is woven into our focus to increase 3 year and 5-year completion rates. High School Completion Intervention will focus on foundational academic skills, strategies, and social emotional needs to support student academic achievement. Collaboration of the school team and continuous review of student progress will enable the school team to be timely in their responsiveness to student learning needs.

GPPSD uses a variety of literacy and numeracy tools to support planning both at the school and system level. Our analysis from 20/21 verified our initial thinking; the learning gap with our primary students was significant, particularly with grades 2 and 3 students. Our targeted intervention with grades 1-3 students used data from the LeNS (Letter Name and Sound Test), CC3 (Castles and Coltheart Reading Test), and Provincial Numeracy Screen to then create targeted intervention lessons. Our results, triangulated with Fountas and Pinnell for grades 1-4, show a slight increase in the number of students above and a slight decrease in the number of students below. We continue to be more focused on phonics and phonemic awareness at primary grades with

continued support through our intervention project; teacher program leads working alongside school leaders and teachers. As well we will be targeting reading instruction with grades 4- 6 teachers that is intentional with vocabulary, language structures, decoding, and phonological awareness.

2021-2022 was our first year with consistent MIPI (Math Intervention/Programming Instrument) use across the division. MIPI data reflects the student's previous year's learning. To achieve "At" a student must score 80%> on previous grade outcomes. MIPI is used by teachers to plan for instruction; below 80% indicates to a teacher that the student has not mastered the previous year learning outcome and requires support in conjunction with new grade level learning. Our initial findings indicate areas of growth such as number relations, number sense and math vocabulary. By supporting school leaders with data conversations specific to their school MIPI results, it assisted them in analyzing their results to be even more specific with support to teachers. Through targeted intervention with grades 2 to 4, intentional addition and subtraction instruction will continue to build teacher and school leader capabilities in areas of data analysis to guide instruction.

Division Pyramids ([Positive Behaviour Support Planning Flow Chart](#) and [Multi-Disciplinary Team Tiers of Intervention](#), [GPPSD Attendance Pyramid](#)) integrated into a schoolwide framework support the social emotional and academic needs of students. Learning Support Teachers, at each school, support a tiered intervention model to meet students where they are at academically, behaviorally, and social-emotionally to support their individual needs. School leaders focus on building teacher capabilities in tier one and two classroom supports and interventions through professional learning and by creating structures that are responsive to the needs of their students.

Fountas & Pinnell Literacy K-8	All Students			First Nations, Metis, Inuit Students			English Language Learner Students		
	Above	At	Below	Above	At	Below	Above	At	Below
2021-2022	43	27	30	31	26	43	44	23	34
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. Effective the 2018-2019 school year, teachers report on students' independent levels.

Percentage of students at each level

Fountas & Pinnell Literacy 1-3	All Students			First Nations, Metis, Inuit Students			English Language Learner Students		
	Above	At	Below	Above	At	Below	Above	At	Below
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 Language Learner Students		
	Above	At	Below	Above	At	Below	Above	At	Below
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 Language Learner Students		
	Above	At	Below	Above	At	Below	Above	At	Below
2021-2022	59	18	24	44	20	36	63	-	37
2020-2021	52	16	32	38	13	50	40	40	20

Percentage of students at or below.

MIPI Numeracy Gr 2-8	All Students		First Nations, Metis, Inuit Students		English Language Learner 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.

MIPI Numeracy Gr 2-3	All Students		First Nations, Metis, Inuit Students		English Language Learner 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 Language Learner 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 Language Learner 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	
Parent	97	90	
Teacher	97	96	

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

Provincial Achievement Tests	All Students		First Nations, Metis, Inuit Students		English Language Learner Students	
	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov
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 Language Learner Students	
	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov
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

Learning is not just an expected outcome for students, it is also a system-wide action that is necessary for us to ensure every student succeeds. Prioritizing student growth and achievement requires that our division commits fully to supporting the professional learning of the adults in our division. The school year calendar, system structures, practices and expectations all support ongoing professional learning of individuals and groups. We are committed to engaging in inquiry-based growth planning and generative dialogue in all schools to support implementation of Alberta's Teaching Quality Standard, Leadership Quality Standard, and Superintendent Leadership Quality Standard.

The Division has 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 an embedded day each month for professional learning which includes time for collaboration related to professional growth inquiry questions driven by individual curiosity that stems from student evidence/learning. Results in jurisdiction in-service shows a slight increase in satisfaction with teacher professional learning and local survey evidence in this area has also increased. This data suggests that the Division professional learning structures support staff learning and growth needs. There remains a disconnect between the provincial and local results, the Division will continue to build an understanding with teachers on how our professional growth and professional learning efforts interact.

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. By aligning processes with the Professional Practice Standards and generative dialogue, the outcome is targeted, evidenced-based feedback for improved practice by our 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	2019	2020	2021	2022
Teacher	86.9	84.2	77.9	79.2	85.2	85.0	84.9	83.7

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
At our school we use Professional Learning Fridays to support professional growth that focuses on student achievement.	n/a	89	94
At our school we use Professional Learning Fridays for collaboration related to our professional growth inquiry questions.	n/a	90	94
Administration provides feedback to staff on instructional practices using multiple strategies	n/a	86	91

Distributed Leadership

System leadership has focused on aligning the system and supporting an understanding of the priorities and outcomes of the Division Education Plan. This understanding is foundational for all leaders within the system. We are committed to building the collaborative leadership skills of all staff and our work over the last year has been focused on building capabilities of our school administration teams. This will in turn allow school leaders to support the development of their staff's leadership skills. All professional learning opportunities and administrator meetings have built in structures and skill development strategies that school leaders can then take away and replicate for their staff.

Informal leadership roles for teachers include Learning Support Teachers, high school coordinators, division coordinators, and Teacher-Trustee Liaison representatives. The division's Leadership for Tomorrow program supports teachers who are interested in learning more about school leadership roles and the Future Principals program works with vice principals aspiring for principal roles. These two programs were to begin new cycles in 21/22; however, that has been delayed to 22/23. In the 21/22 school year, 33 teachers received \$132,000 through the professional development clause in the collective agreement. They completed a total of 98 university graduate level credit and non-credit courses.

School councils are comprised of parents, principals, teachers, secondary students, and community representatives who work together to effectively support and enhance student learning. School councils consult and provide advice to the principal and the school board and play an essential leadership role within the school community. School Council chairs meet with Board representatives three times throughout the school year to discuss priorities and provide feedback. During the 21/22 school year the division supported school councils by providing Alberta School Council's Association workshops to build leadership capacity of these groups along with reference documents to support their work. A draft year plan for school councils that is aligned with the Assurance Framework was developed and shared with School Council chairs and principals. In addition, principals supported their school councils to identify use of the Alberta School Council Engagement Grant. These supports will continue in the 22/23 school year and the Division continues to support principals in increasing the advisory role of school councils as they engage them in the development of School Education Plans.

Student survey results, both provincially and locally, indicate that students do not feel that there are opportunities to collaborate, be involved in decision making and to be involved in their community. The lowest results occur at the grade 10-12 level. A Superintendent Student Advisory Committee has been established for the 22/23 school year to learn more about student perceptions and ways that the division and schools can address the results in these areas. In addition, the Division is working with school leaders on increasing engagement with their students to learn more. Both high schools will be revisiting their mission, vision, and values statements in the 22/23 school year. Structured student engagement plans are a fundamental aspect of their processes.

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

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

Indigenous Foundational Knowledge

We acknowledge our collective responsibility to the reconciliation process and to work towards the ‘Calls to Action on Education’ established by the Truth and Reconciliation Commission. We are committed to providing opportunities for all staff and students to understand and appreciate the historical and contemporary experiences, traditions, cultures, worldviews, and ways of knowing of Indigenous peoples. The Division Education Plan established outcomes to support students and staff acquiring and applying Indigenous foundational knowledge, and to support the academic and social-emotional needs of our Indigenous students. The system leadership team identified the need for a Division Indigenous Coordinator to support the development and implementation of a focused plan. Indigenous Liaisons have focused on supporting the social emotional needs of student and families along with some dedicated time to support foundational knowledge for students and staff.

An Indigenous three-year plan focused on embedding Truth and Reconciliation, applying foundational knowledge and Indigenous perspectives in classrooms has been created and this year phase one has begun: “giving reconciliation a place in our schools”. The Division Indigenous Coordinator is critical in establishing formal and informal partnerships with agencies in our community and the surrounding areas to support reconciliation. Engagement with our students, staff, parents, and community will strengthen relationships, influence decision making and the ongoing review of our indigenous programming plan.

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 over-represented in our division support pyramids. To better meet the needs of students, enhancing our support at the classroom and whole school level is essential. Hiring a social worker to work alongside a larger Indigenous Liaison team will help meet the needs of our students in the area of mental health and wellness. Administrators will participate in six separate learning modules in 22/23 to grow their understanding of indigenous foundational knowledge to be able to lead our indigenous planning in schools and classrooms.

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

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

The Grande Prairie Public School Division is committed to welcoming, caring, respectful, and safe learning environments that respect diversity and foster a sense of belonging. Maintaining a welcoming, caring, respectful and safe working and learning environment and supporting the emotional and physical well-being of all students and staff is a priority.

Continued reinforcement that inclusion means “all students feel a sense of belonging” is foundational and will reinforce that inclusion is not a synonym for special education. All students have access to a continuum of supports and services to meet programming needs consistent with the principles of inclusive education, including specialized supports and services. Specialized programming needs range from students requiring significant support and/or supervision, functional needs, and independence building, to the opportunity to learn and use appropriate accommodations as outlined in an Individual Program Plan. Student programming can be provided in a neighborhood classroom environment. Decisions on student programming are made in collaboration between parents and the school. In the 21/22 school year 3 schools were intentionally led through processes that made explicit the expectation to actively engage and involve parents during individualized program planning. The schools that were involved at this intentional level saw parental satisfaction increases that ranged from 4-12% on the division assurance survey.

Mental Health and Wellness

The Division Mental Health Model builds consistency of support throughout the division by outlining four tiers of supports for students. The role of classroom instruction, classroom intervention, targeted intervention, and more intense intervention are the four tiers of support that typically involve school and community. Access to support for students at risk is an area identified through our school and division evidence and continues to be a focus. Adjustments to funding saw a decrease in mental health counselling supports offered in schools and is compounded by the continued lack of access to resources within our community. Spring 2022 we entered into agreement with service provider Paramount Psychology who provided 247 contracted sessions of mental health counseling to GPPSD students in our schools, as parents could not get students to an offsite appointment (April 2022- contracted 79 sessions, May 2022, contracted 99 sessions, June 2022, contracted 69 sessions). This accessibility is likely the reason our overall satisfaction in the 21/22 AEA satisfaction results with accessibility, effectiveness and efficiency of programs increased by 4.1 % and the teachers and students' satisfaction in this area increased by 7.5% and 6.2% respectively. Our continued commitment to maintaining a responsive Multi- Disciplinary Team by partnering with five other school divisions to meet student needs also supports this increased satisfaction.

It is recognized that the social emotional and behavioural struggles some students experience can be a barrier to student learning. Collaborative planning focused on supporting school leaders and learning support teachers to ensure that they had the skills and capabilities to support their teachers with tier one instruction, including universal social emotional teaching and learning (SEL) and supports to ensure students are ready to learn. School leaders completed the last three sessions of a ten-part SEL Leadership series to build increased awareness and instructional leadership capacity in this area. The CASEL (Collaborative for Academeical and Social Emotional Learning) Framework and indicators of successful SEL implementation guided administrators to meet the expectation individual school plans would integrate this focus into all areas.

The Division Wellness Committee continued to support staff in the 21/22 school year. The year began with a focus on Wellness with a presentation by Dr. Greg Wells. Monthly wellness videos were provided for all staff to learn from at the monthly staff meetings. The focus of the videos was on building a deeper understanding of the 9 elements of wellness. Dr. Greg Wells presented a second time virtually to all staff on the January professional learning day to keep the division focus on wellness very visible for all. Staff satisfaction has increased by 2% 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 2021-2022 approximately 25,000 lunches were provided to students in kindergarten – grade 8 with an increase in monthly numbers starting from December and continuing to increase through June. 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 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 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](#)

[CASEL Framework and Indicators](#)

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

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

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

	Division			Province		
	2020	2021	2022	2020	2021	2022
Overall		86.5	82.3		87.8	86.1
Parent		87.8	80.7		88.2	86.9
Student		77.0	75.1		79.8	77.7
Teacher		94.9	91.0		95.3	93.6

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

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

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

Parental Engagement

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

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

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

	Division			Province		
	2020	2021	2022	2020	2021	2022
Overall		78.7	76.9		82.6	81.6
Parent		78.7	70.5		78.9	77.4
Student		80.1	80.7		80.2	80.1
Teacher		77.4	79.5		88.7	87.3

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

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

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

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

2021-2022 Financial Results

In reviewing the results from the school year, it important to note the pandemic continued to create unpredictability in the budgeting process for the 21/22 school year where many assumptions had to be made on what the continued impact may be during the year. The second aspect was the ever-changing environment as we operated during the school year. As a result of the unpredictability, the results were significantly different from the budget in certain areas as the actual outcomes of the year varied significantly from assumptions made during the budget process in the spring of 2021.

The Division revenue for the year exceeded budget by approximately \$6.4 million of which \$5.5 million was attributed to additional funding from the Government of Alberta. At the time of the budget preparation, the Division's assumption surrounding the treatment of the COVID19 mitigation funding would result in \$2 million less cash funding during the 21/22 school year, however in the fall of 2021 further information revealed the \$2 million would be received for the school year. Also not foreseen in the spring budget, was the receipt of approximately \$1 million dollars in value of COVID19 rapid testing kits and personal protective equipment during the year. The remaining additional government revenue of \$2.5 million was the additional funding received for the fuel price escalation program, the grade 1-3 intervention grant, the increase in capital funding because of the construction of our replacement high school and spending an additional \$0.5 million on Infrastructure, Maintenance and Renewal (IMR) expenses than originally budgeted to continue making our schools safe and welcoming to the school community, students, and staff. Investment income variance is due to increased interest rates on deposits in the bank and increase in cash on deposit. Other remaining variances in revenue are due to the increase activities at schools as pandemic restrictions eased during the year.

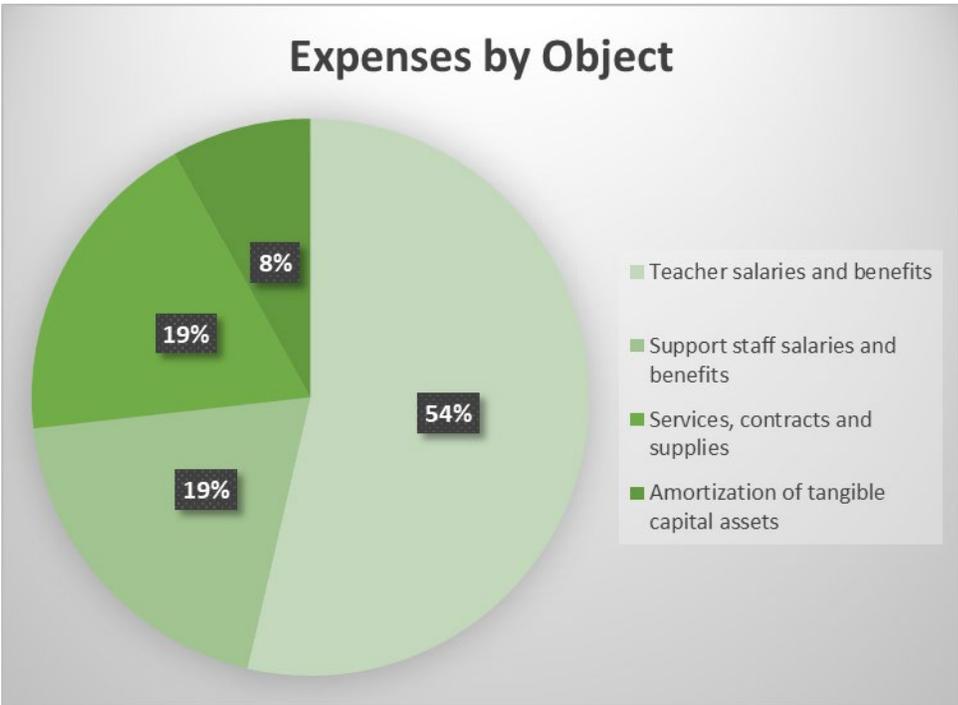
Revenues	Budget	Actual	Var \$	Var %
Government of Alberta	\$ 95,822,883	\$ 101,343,231	\$ 5,520,348	5.8%
Fees	1,463,170	1,583,665	120,495	8.2%
Sales of services and products	1,128,400	1,629,666	501,266	44.4%
Investment income	50,000	222,303	172,303	344.6%
Donations and other contributions	375,000	669,403	294,403	78.5%
Other Revenue	396,065	200,725	(195,340)	-49.3%
Total Revenue	\$ 99,235,518	\$ 105,648,993	\$ 6,413,475	6.5%

Illustrated in the table below is the variance summary between the budget and the actual expenses incurred for the 2021-2022 school year. As mentioned above, the pandemic environment continued to insert uncertainty during the preparation of the budget as well as during the year. The impact is reflected in the variances from budget. The budget figures reflected are the spring budget figures. During our fall when the Division updates its budget, it was apparent revenues were going to exceed the spring budget. The expenditure plan was revised thus reflecting an increase in the planed expenditures from the spring budget of \$98.6 million. The expenditures for the year totaled \$103 million which exceeded the spring budget by \$4.4 million. The increase in expenditures were targeted for increased supports to our students.

Expenses	Budget	Actual	Var \$	Var %
Instruction - ECS	\$ 3,500,000	\$ 4,233,846	\$ 733,846	21.0%
Instruction - Grade1 1 to Grade 12	71,367,742	72,962,037	1,594,295	2.2%
Operations and maintenance	17,620,463	20,170,377	2,549,914	14.5%
Transportation	2,764,570	2,442,406	(322,164)	-11.7%
System administration	3,110,182	2,960,442	(149,740)	-4.8%
External services	272,565	276,178	3,613	1.3%
Total expenses	\$ 98,635,522	\$ 103,045,286	\$ 4,409,764	4.5%
Surplus	\$ 599,996	\$ 2,603,707	\$ 2,003,711	334.0%

The budget aligns and supports the division’s three strategic priorities, and this approach was maintained throughout the year while fall 2021 adjustments were made for the increase in revenue. While some activities could not occur during the year due to restrictions however this did not alter the alignment of the budget with the educational priorities and the Division’s three-year financial plan. Of note in the table above, the extra funding from the spring budget was targeted to have the most impact directly in the classrooms. The table illustrates significant increases in all areas and decreases in transportation and system administration from budget.

Expenses by Object	Amount	%
Teacher salaries and benefits	\$ 55,270,643	54%
Support staff salaries and benefits	20,168,894	20%
Services, contracts and supplies	19,245,240	19%
Amortization of tangible capital assets	8,327,260	8%
Interest on capital debt and other interest	33,249	0%
Total expenses	\$ 103,045,286	100%



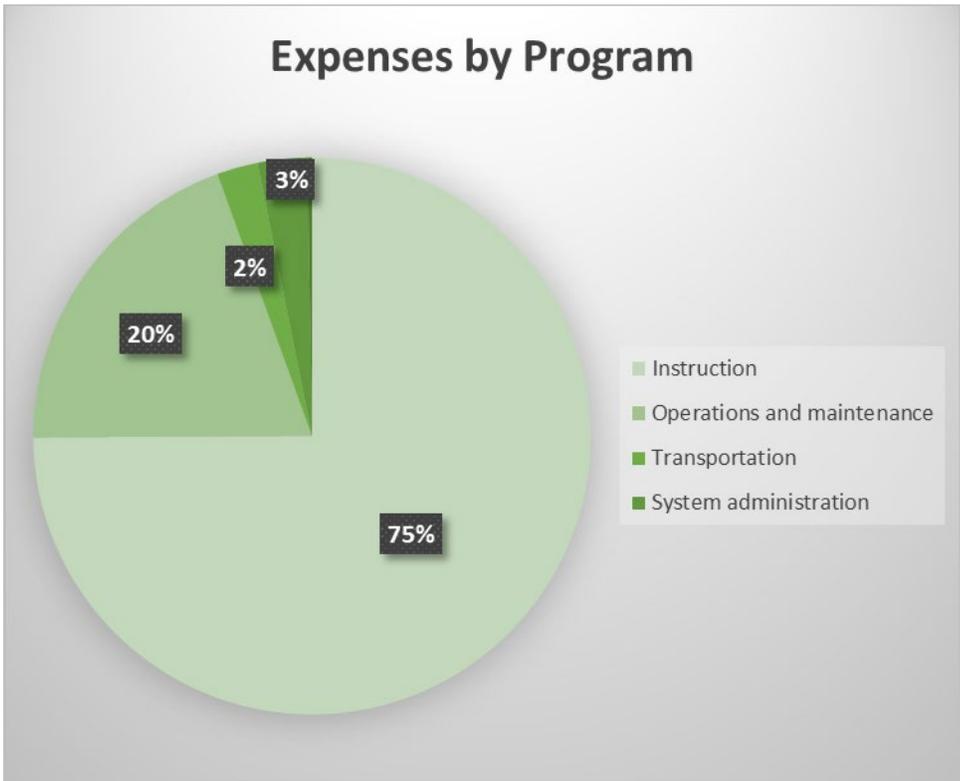
The budget also allowed again for increased staff absences due to pandemic quarantine requirements and increased COVID19 illnesses. Actual staff absence costs were lower than the estimates made for the budget as contact tracing ended and quarantine requirements were eased and not as frequent as in the 20/21 school year.

We continued in the 21/22 school year to have daytime caretaking services to continue the cleaning of high touch surfaces and

ensuring our schools are safe and welcoming for our students and staff during the continuation of the pandemic during the past school year.

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 educational plan. One area that is a continued success is our ongoing sharing of the transportation in the city of Grande Prairie between our division and the Grande Prairie and District Catholic School Division.

Expenses by Program	Amount	%
Instruction	\$ 77,195,883	75%
Operations and maintenance	20,170,377	20%
Transportation	2,442,406	2%
System administration	2,960,442	3%
External services	276,178	0%
Total expenses	\$ 103,045,286	100%



Another area where collaboration occurred between our division and neighboring divisions is providing mental health supports for students. We entered into a joint agreement with two local school divisions and Alberta Health Services for the Mental Health Capacity Building grant which has been extended until the end of the 22/23 school year. This has allowed us to gain financial efficiencies while supporting our priority on inclusion by supporting the mental wellbeing of our students.

Audited Financial Statements and related unaudited schedules: [Audited Financial Statements](#)

Provincial roll up of AFT information: <https://www.alberta.ca/k-12-education-financial-statements.aspx>

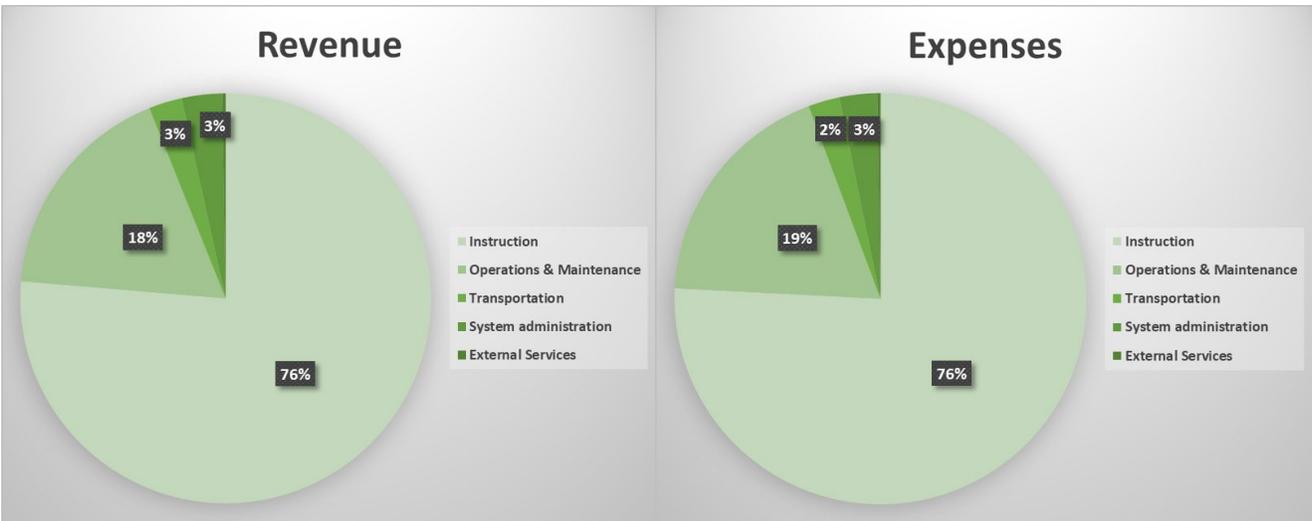
2022-2023 Budget

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	\$ 78,266,813	\$ 80,373,465	\$ (2,106,652)
Operations & Maintenance	18,045,469	19,616,102	(1,570,633)
Transportation	2,675,271	2,610,746	64,525
System administration	3,265,402	3,137,783	127,619
External Services	272,565	272,565	-
Total	\$ 102,525,520	\$ 106,010,661	\$ (3,485,141)



[Division Budget - Grande Prairie Public School Division \(gppsd.ab.ca\)](https://gppsd.ab.ca)

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

2023-2026 Capital Plan

The Grande Prairie Public School Division maintains 18 school facilities for a student population of approximately 8500. As the economy recovers in the community, 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 Division's facilities. The latest three-year plan includes the two modernizations as well as a new school in a growing community.

Facility	Configuration	Project Description	Capacity
Crystal Park School	K-8	Modernization	800
Kensington School	K-8	New School	600
Aspen Grove School	K-8	Partial Modernization (Gynasium)	500

[Division Capital Planning - Grande Prairie Public School Division \(gppsd.ab.ca\)](https://www.gppsd.ab.ca/division-capital-planning)

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. June 2022 results at both 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.

	2021-2022		June		2018-2019		2017-2018		2016-2017		2015-2016	
Grade 6 English LA	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD
Table 2.2 – All Students Writing												
Acceptable Standard	89.8	86	91.9	90.2	92.2	88.9	91.5	88.4	91.5	90.5		
Standard of Excellence	22.3	17.1	19.6	15.2	19.7	14.6	20.9	11.6	22.6	15.1		
Below Acceptable Standard	10.2	14	8.1	9.8	7.8	11.1	8.5	11.6	8.5	9.5		
Table 2.2 – Indigenous Students Writing												
Acceptable Standard	76.0	81.7	82	88.3	80	78.5	78	87.3	79	79.7		
Standard of Excellence	9.6	12.7	7.2	9.1	6.4	7.6	7.5	8.5	8.1	8.7		
Below Acceptable Standard	24.0	18.3	18	11.7	20	21.5	22	12.7	21	20.3		
Table 2.2 – ELL Students Writing												
Acceptable Standard	86.3	93.1	89.3	76.2	89.4	76.7	88.5	70.6	87.7	85.2		
Standard of Excellence	17.9	10.3	15.1	0	14.1	10	14.9	1.8	15.4	7.4		
Below Acceptable Standard	13.7	6.9	10.7	26.8	10.6	23.3	11.5	29.4	12.3	14.8		

Interpretation: Standard of Excellence has increased at both the Division and Provincial level, while Acceptable Standard has decreased.

	2021-2022		June		2018-2019		2017-2018		2016-2017		2015-2016	
Grade 6 English Social Studies	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD
Table 2.2 – All Students Writing												
Acceptable Standard	80.2	75.6	84.5	85.3	83.1	74.6	81.3	72.7	79.4	75.4		
Standard of Excellence	24.5	18.1	27.9	25.5	26.3	18.6	25.1	14.1	25.3	15.1		
Below Acceptable Standard	19.8	24.4	15.5	14.7	16.9	25.4	18.7	27.3	20.6	24.6		
Table 2.2 – Indigenous Students Writing												
Acceptable Standard	60.3	59.7	66.3	71.8	61.3	56.4	58.7	63.2	56.6	60.9		
Standard of Excellence	9.4	11.1	10.3	11.5	8.6	6.4	8.5	7.4	7.8	4.3		
Below Acceptable Standard	39.7	40.3	33.7	28.2	38.7	43.6	41.3	36.8	43.4	39.1		
Table 2.2 – ELL Students Writing												
Acceptable Standard	76.1	75.9	81.8	80	79.1	70	77.3	54.3	74.2	74.1		
Standard of Excellence	19.9	13.8	22.5	5	20.9	13.3	20	8.6	20.3	7.4		
Below Acceptable Standard	23.9	24.1	22.5	20	20.9	30	22.7	45.7	25.8	25.9		

Interpretation: GPPSD Acceptable Standards results decreased in 2021/2022 but remain higher than the four years previous to June 2019. Standard of Excellence remains a continued area of focus.

	2021-2022		2018-2019		2017-2018		2016-2017		2015-2016	
	Prov	June								
Grade 6 English Mathematics										
Table 2.2 – All Students Writing										
Acceptable Standard	74.5	72.7	79.4	78.5	79.5	72.8	76.2	72.1	79	76.2
Standard of Excellence	14.7	10.4	16.4	13.2	15	8.7	13.7	7.1	15.2	9.4
Below Acceptable Standard	25.5	27.3	20.6	21.5	20.5	27.2	23.8	27.9	21	23.8
Table 2.2 – Indigenous Students Writing										
Acceptable Standard	51.6	56.6	58.2	61.7	57.3	57.9	51.3	63.8	56.3	61.8
Standard of Excellence	4.7	2.6	4.8	6.6	3.5	1.3	3.9	4.3	4.2	8.8
Below Acceptable Standard	48.4	43.4	41.8	32.9	42.7	42.1	48.7	36.2	43.7	38.2
Table 2.2 – ELL Students Writing										
Acceptable Standard	72.9	79.3	79.2	75	77.9	86.7	74.6	69.4	75.4	74.1
Standard of Excellence	14.6	13.8	15.8	25	14.5	0	12.8	11.1	14.1	3.7
Below Acceptable Standard	27.1	20.7	20.8	25	22.1	13.3	25.4	30.6	24.6	25.9

Interpretation: June 2022 results decreased since June 2019 and are in line with 2018 and 2019 results. Students scored significantly higher in the Standard of Excellence on Part A Non-Calculator (33.8%) compared to Part B (10.4%).

	2021-2022		2018-2019		2017-2018		2016-2017		2015-2016	
	Prov	June								
Grade 6 English Science										
Table 2.2 - All Students Writing										
Acceptable Standard	84	83.2	85.9	86.2	86.8	85.8	86	85.3	86.1	85.6
Standard of Excellence	28.7	22.3	32.4	25.1	34.5	27.8	33.2	25.1	30.8	23.8
Below Acceptable Standard	16	16.8	14.1	13.8	13.2	14.2	14	14.7	13.9	14.4
Table 2.2 – Indigenous Students Writing										
Acceptable Standard	65.0	70.3	67.7	78.7	68.1	78.5	67.5	77.9	66.8	75
Standard of Excellence	12.4	9.5	13.6	13.3	13.3	8.9	13.6	14.7	11.8	17.6
Below Acceptable Standard	35.0	29.7	32.3	21.3	31.9	21.5	32.5	22.1	33.2	25
Table 2.2 – ELL Students Writing										
Acceptable Standard	79.8	86.2	83.2	81	82.6	76.7	81	72.2	80.9	85.2
Standard of Excellence	23.2	20.7	25.6	9.5	27.7	10	25.6	25.6	22.9	18.5
Below Acceptable Standard	20.2	13.8	16.8	19	17.4	23.3	19	27.8	19.1	14.8

Interpretation: GPPSD results were increased from 2015 - 2019. Results slightly decreased in June 2022 with Standard of excellence continuing to be an area for growth.

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. June 2022 results at both 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.

	2021-2022		June		2018-2019		2017-2018		2016-2017		2015-2016	
Grade 6 French LA	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD
Table 2.2 – All Students Writing												
Acceptable Standard	81.1	61.7	89.7	83.7	88.9	82.3	88.5	77.3	89.6	74.1		
Standard of Excellence	11.1	0	16.1	4.7	12.9	6.3	14	8	14.5	0		
Below Acceptable Standard	18.9	38.3	10.3	16.3	11.1	17.7	11.5	22.7	10.4	25.9		
Table 2.2 – Indigenous Students Writing												
Acceptable Standard	68.6	58.3	81.8	80	79.4	82.4	77.2	72.7	81.6	66.7		
Standard of Excellence	6.9	0.0	6.7	0	5.6	0	5.9	9.1	8	0		
Below Acceptable Standard	31.4	41.7	18.2	20	20.6	17.6	22.8	27.3	18.4	33.3		
Table 2.2 – ELL Students Writing												
Acceptable Standard												
Standard of Excellence												
Below Acceptable Standard												

Interpretation: GPPSD results significantly decreased in June 2022 in both the areas of writing and reading. Standard of Excellence remains an area for improvement.

	2021-2022		June		2018-2019		2017-2018		2016-2017		2015-2016	
Grade 6 French Social Studies	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD
Table 2.2 – All Students Writing												
Acceptable Standard	69.5	59	79.1	67.1	79.3	65.8	77.8	61.3	76.6	59.3		
Standard of Excellence	13	0	17	7.1	17.3	3	13.1	4	14	1.7		
Below Acceptable Standard	30.5	41	20.9	32.9	20.7	34.2	22.2	38.7	23.4	40.7		

Interpretation: GPPSD results decreased and remain below the province in both Acceptable Standard and Standard of Excellence.

	2021-2022		June		2018-2019		2017-2018		2016-2017		2015-2016	
Grade 6 French Mathematics	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD
Table 2.2 – All Students Writing												
Acceptable Standard	80.5	76.7	84.4	76.7	86.9	80.8	82.3	66.7	83.5	72.9		
Standard of Excellence	15.7	10	18.4	4.7	19.7	10.3	16.5	5.3	17.1	6.8		
Below Acceptable Standard	19.5	23.3	15.6	23.3	13.1	19.2	17.7	33.3	16.5	27.1		

Interpretation: In June 2022, students scored significantly higher in the Standard of Excellence on Part A Non-Calculator (31.7%) compared to Part B (11.7%). Overall Standard of Excellence remains an area for improvement.

	2021-2022		2018-2019		2017-2018		2016-2017		2015-2016	
	Prov	June GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD
Grade 6 – All French Science										
Table 2.2 – All Students Writing										
Acceptable Standard	76.5	67.2	81.9	69	85.6	75.9	83.3	64.9	85.2	71.2
Standard of Excellence	16.6	3.3	22.6	10.7	23.3	6.3	22.4	5.4	19.5	1.7
Below Acceptable Standard	23.5	32.8	18.1	31	14.4	24.1	16.7	35.1	14.8	28.8

Interpretation: French Science remains an area of focus for 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 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.

	2021-2022		June		2018-2019		2017-2018		2016-2017		2015-2016	
Grade 9 English LA	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD
Table 2.2 – All Students Writing												
Acceptable Standard	85.4	79.4	84.9	80.6	85.6	80	86.4	85.6	86.7	82.7		
Standard of Excellence	15.8	7.4	16.7	11.3	16.5	11.5	16.8	15.1	17.1	8.8		
Below Acceptable Standard	14.6	20.6	15.1	19.4	14.4	20	13.6	14.4	13.3	17.3		
Table 2.2 – Indigenous Students Writing												
Acceptable Standard	71.9	73.5	70.1	71.0	67.7	65.3	70	81.8	70.6	75.4		
Standard of Excellence	5.3	5.9	5.4	1.6	6.1	4	5.8	10.9	5.6	4.3		
Below Acceptable Standard	28.1	26.5	29.9	29.0	32.3	34.7	30	18.2	29.4	24.6		
Table 2.2 – ELL Students Writing												
Acceptable Standard	77.4	68.2	73.9	60	75.3	77.5	75.8	74.2	75.6	60		
Standard of Excellence	8.7	0.0	8	5	8	7.5	7.4	12.9	7.4	0		
Below Acceptable Standard	22.6	31.8	26.1	40	24.7	22.5	24.2	25.8	24.4	40		

Interpretation: GPPSD results have dropped slightly. A consistent trend year over year is that students score higher in Acceptable Standard on Part A Writing (2022: 86.2%) compared to Part B Reading (2022: 73.6%). However, in the Standard of Excellence students scored relatively the same on both parts.

	2021-2022		June		2018-2019		2017-2018		2016-2017		2015-2016	
Grade 9 English Social Studies	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD
Table 2.2 – All Students Writing												
Acceptable Standard	72.4	60.3	76.9	71.1	74.2	64.8	74.7	67.4	72.3	62.8		
Standard of Excellence	20.6	9.6	23.1	18.8	24.3	16.5	22.7	20.4	20.7	11.4		
Below Acceptable Standard	27.6	39.7	23.1	28.9	25.8	35.2	25.3	32.6	27.7	37.2		
Table 2.2 – Indigenous Students Writing												
Acceptable Standard	48.0	55.2	55.7	54.1	50.8	47.9	52.5	53.6	50.3	57.6		
Standard of Excellence	5.7	3.0	8.4	8.2	8.4	5.5	8.2	12.5	7.3	13.6		
Below Acceptable Standard	52.0	44.8	44.3	45.9	49.2	52.1	47.5	46.4	49.7	42.4		
Table 2.2 – ELL Students Writing												
Acceptable Standard	64.7	68.2	68.3	52.4	66.4	72.7	67.1	68.8	62.4	78.6		
Standard of Excellence	15.0	9.1	16.2	4.8	16.3	15.9	14.7	18.8	13.4	7.1		
Below Acceptable Standard	35.3	31.8	31.7	47.6	33.6	27.3	32.9	31.3	37.6	21.4		

Interpretation: GPPSD results were continually increasing prior to June 2022 in Acceptable Standard with a significant decline in 2022. Standard of Excellence remains an area for improvement.

	2021-2022		June		2018-2019		2017-2018		2016-2017		2015-2016	
Grade 9 English Mathematics	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD
Table 2.2 – All Students Writing												
Acceptable Standard	62.7	53.9	66.5	57.8	65.8	54.3	74.8	69.7	75	65.1		
Standard of Excellence	19.6	13	20.8	17.5	16.4	10.4	21.1	19.4	19.3	9.8		
Below Acceptable Standard	37.3	46.1	33.5	42.2	34.2	45.7	25.2	30.3	25	34.9		
Table 2.2 – Indigenous Students Writing												
Acceptable Standard	37.8	39.1	40.2	42.4	39.2	38.9	49	50	51	56.7		
Standard of Excellence	5.8	7.8	6.9	10.2	4.3	2.8	6.4	12.5	5.9	6		
Below Acceptable Standard	62.2	60.9	59.8	57.6	60.8	61.1	51	50	49	43.3		
Table 2.2 – ELL Students Writing												
Acceptable Standard	56.7	68.2	60.6	57.1	60.7	51.1	70.2	71.9	69.2	50		
Standard of Excellence	15.6	22.7	18.6	19	13.8	15.6	18.6	18.8	16.2	6.3		
Below Acceptable Standard	43.3	31.8	39.4	42.9	39.3	48.9	29.8	28.1	30.8	50		

Interpretation: GPPSD results in both Acceptable Standard and Standard of Excellence have decreased. In 2022, students scored significantly higher, in Acceptable Standard on Part B (61.5%) compared to Part A (35.5%). Part A will remain an area of focus for improvement.

	2021-2022		June		2018-2019		2017-2018		2016-2017		2015-2016	
Grade 9 English Science	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD
Table 2.2 – All Students Writing												
Acceptable Standard	82	72.3	84.1	73.8	84.1	73.7	82.4	77.8	82.3	74		
Standard of Excellence	27.6	15.2	29.7	19.6	27.4	15.4	24	19	25.2	10.8		
Below Acceptable Standard	18	27.7	15.9	26.2	15.9	26.3	17.6	22.2	17.7	26		
Table 2.2 – Indigenous Students Writing												
Acceptable Standard	65.3	67.7	66.4	67.2	63.9	57.1	61	70.3	61.3	60		
Standard of Excellence	11.3	7.7	12.8	9.8	9.8	6.5	8.9	9.4	8.9	4.3		
Below Acceptable Standard	34.7	32.3	33.6	32.8	36.1	42.9	39	29.7	38.7	40		
Table 2.2 – ELL Students Writing												
Acceptable Standard	73.8	66.7	75.5	57.1	77.7	74.4	75	71.9	74.6	72.2		
Standard of Excellence	18.1	4.8	20.7	4.8	18.8	16.3	16.6	9.4	17.6	11.1		
Below Acceptable Standard	26.2	33.3	24.5	42.9	22.3	25.6	25	28.1	25.4	27.8		

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 of 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.

	2021-2022		June		2018-2019		2017-2018		2016-2017		2015-2016	
Grade 9 French LA	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD
Table 2.2 – All Students Writing												
Acceptable Standard	79.4	75.4	85.6	79.7	84.9	79.6	86.4	82.9	85.9	42.3		
Standard of Excellence	10.7	5.3	12.8	5.1	10.2	4.1	11.7	8.6	11.2	0		
Below Acceptable Standard	20.6	24.6	14.4	20.3	15.1	20.4	13.6	17.1	14.1	57.7		
Table 2.2 – Indigenous Students Writing												
Acceptable Standard	59.0	*	69.2	71	75.3	65.3	77.5	81.8	61.1	75.4		
Standard of Excellence	5.7	*	5.5	1.6	4.7	4	8.5	10.9	1.4	4.3		
Below Acceptable Standard	41.0	-	30.8	29	24.7	34.7	22.5	18.2	38.9	24.6		
Table 2.2 – ELL Students Writing												
Acceptable Standard												
Standard of Excellence												
Below Acceptable Standard												

Interpretation: GPPSD results decreased slightly in Acceptable Standard. Students scored lower on the reading (63.2%) than the written (84.2%) portion in the Acceptable Standard. Standard of Excellence remains an area for improvement.

	2021-2022		June		2018-2019		2017-2018		2016-2017		2015-2016	
Grade 9 French Social Studies	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD
Table 2.2 – All Students Writing												
Acceptable Standard	78.5	60.3	79.2	64.4	78.8	75.5	79	77.1	76.7	42.9		
Standard of Excellence	20.6	8.6	23.2	13.6	20.6	10.2	21.4	14.3	14.7	3.6		
Below Acceptable Standard	21.5	39.7	20.8	35.6	21.2	24.5	21	22.9	23.3	57.1		

Interpretation: Acceptable Standard and Standard of Excellence showed a decline in June 2022 and remain significantly below provincial level.

	2021-2022		June		2018-2019		2017-2018		2016-2017		2015-2016	
Grade 9 French Mathematics	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD
Table 2.2 – All Students Writing												
Acceptable Standard	75.5	63.2	80.8	70.4	79.3	72.9	85.2	82.4	85.7	75		
Standard of Excellence	25.3	12.3	28.8	25.9	22.6	20.8	24.3	20.6	22.3	10.7		
Below Acceptable Standard	24.5	36.8	19.2	29.6	20.7	27.1	14.8	17.6	14.3	25		

Interpretation: In 2022, students scored higher, in Acceptable Standard on Part B (73.7%) compared to Part A (42.1%). Standard of Excellence saw a significant decline.

Grade 9 French Science	2021-2022		2018-2019		2017-2018		2016-2017		2015-2016	
	Prov	June GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD
Table 2.2 – All Students Writing										
Acceptable Standard	83.8	77.4	88.9	83.1	88.2	81.6	87.9	74.3	87.4	75
Standard of Excellence	23.4	16.1	28.2	16.9	25.7	10.2	22.9	2.9	21.6	3.6
Below Acceptable Standard	16.2	22.6	11.1	16.9	11.8	18.4	12.1	25.7	12.6	25

Interpretation: Prior to June 2022, GPPSD results had continually increased in Acceptable Standard. In 2022, Standard of Excellence remain an area for improvements, but only slightly declined compared to the Acceptable Standard.

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 exceeded the 2021/2022 provincial average. Acceptable Standard in English Language Arts 30-2 and Mathematics 30-2 courses dropped significantly and slightly in Social Studies 30-2 from pre-COVID results. 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 21/22 results, professional learning opportunities and student supports.

	2021/2022		2019/2020		2018/2019		2017/2018		2016/2017	
	Prov	GPPSD								
English Language Arts 30-1										
Diploma Results - All Students										
Acceptable Standard (%)	78.8	70.1	88.3	86.7	86.8	79.9	87.5	84.4	86.5	80.4
Standard of Excellence (%)	9.4	7.3	12.8	7.8	12.3	4	13.2	9.4	11.7	5.4
Fail Rate (%)	21.2	29.9	11.7	13.3	13.2	20.1	12.5	15.6	13.5	19.6
Diploma Results - Indigenous Students										
Acceptable Standard (%)	83.7	47.1			84.4	79.3	83.1	80	80.1	70.4
Standard of Excellence (%)	5.6	5.9			5.4	3.4	5.9	11.4	6.7	3.7
Fail Rate (%)	16.3	52.9			15.6	20.7	16.9	20	19.9	29.6
Diploma Results - ELL Students										
Acceptable Standard (%)	55.5	33.3			68.1	45.5	71	57.1	68.1	58.3
Standard of Excellence (%)	2.6	0.0			3.3	9.1	3.8	0	3.7	8.3
Fail Rate (%)	44.5	66.7			31.9	54.5	29	42.9	31.9	41.7
English Language Arts 30-2										
Diploma Results – All Students										
Acceptable Standard (%)	80.8	82.7	88.7	88	87.1	88.2	88	86.4	89.5	87.2
Standard of Excellence (%)	12.3	3.1	11.8	12	12.1	8.7	13.1	5.9	11.4	6.6
Fail Rate (%)	19.2	17.3	11.3	12	12.9	11.8	12	13.6	10.5	12.8
Diploma Results - Indigenous Students										
Acceptable Standard (%)	82.1	82.6			88.4	75	88.5	89.7	90	75
Standard of Excellence (%)	9.2	8.7			9.7	7.1	10	3.4	8.8	0
Fail Rate (%)	17.9	17.4			11.6	25	11.5	10.3	10	25
Diploma Results – ELL Students										
Acceptable Standard (%)	63.9	50.0			73.1	81.3	76.3	57.1	75.8	66.7
Standard of Excellence (%)	3.7	0.0			4.8	0	4.8	0	4	0
Fail Rate (%)	36.3	50			26.9	18.7	23.7	42.9	24.2	33.3

Interpretation: English 30-2 results are consistently higher than English 30-1 in Acceptable Standard with results exceeding the province in June 2022. Standard of Excellence remains an area of focus.

	2021/2022		2019/2020		2018/2019		2017/2018		2016/2017	
	Prov	GPPSD								
English Social Studies 30-1										
Diploma Results – All Students										
Acceptable Standard (%)	81.5	85.9	87.4	92.9	86.6	75.5	78.6	79.9	86	75
Standard of Excellence (%)	15.8	17.2	18.4	15.3	17	4.6	17.7	11.1	14.8	5
Fail Rate (%)	18.5	14.1	12.6	7.1	13.4	24.5	21.4	20.1	14	25
Diploma Results – Indigenous Students										
Acceptable Standard (%)	72.5	83.3			77.3	75	75.3	80	77.1	50
Standard of Excellence (%)	7.4	16.7			7.6	0	8.1	10	6.3	0
Fail Rate (%)	27.5	16.7			22.7	25	24.7	20	22.9	50
Diploma Results – ELL Students										
Acceptable Standard (%)	68.7	85.7			79.1	50	77.9		76.9	60
Standard of Excellence (%)	9.0	14.3			9.6	0	10		9.6	10
Fail Rate (%)	31.3	14.3			20.9	50	22.1		23.1	40
English Social Studies 30-2										
Diploma Results – All Students										
Acceptable Standard (%)	72.5	53.6	80.9	77.4	77.8	70.1	78.8	63.8	80.6	71.4
Standard of Excellence (%)	13.2	0	11.8	6.6	12.2	5	12.2	2.8	12.6	6.3
Fail Rate (%)	27.5	46.4	19.1	22.6	22.2	29.9	21.2	36.2	19.4	28.6
Diploma Results – Indigenous Students										
Acceptable Standard (%)	66.0	47.6			72.7	65.2	72.2	68.4	72.7	65.2
Standard of Excellence (%)	5.4	0.0			6.1	8.7	5.8	7.9	6.1	8.7
Fail Rate (%)	34	52.4			27.3	34.8	27.8	31.1	27.3	34.8
Diploma Results – ELL Students										
Acceptable Standard (%)	55.6	12.5			65.7	53.8	68	33.3	70.1	66.7
Standard of Excellence (%)	7.1	0.0			7.5	0	8.7	0	9.2	0
Fail Rate (%)	44.4	87.5			34.3	46.2	32	66.7	29.9	33.3

Interpretation: In the last five years Social Studies 30-1 Acceptable Standard results exceeded those for Social Studies 30-2. June 2022 results in Social Studies 30-1, in both Acceptable Standard and Standard of Excellence, exceeded the province. Standard of Excellence remains an area for improvement in Social Studies 30-2.

	2021/2022		2019/2020		2018/2019		2017/2018		2016/2017	
	Prov	GPPSD								
English Mathematics 30-1										
Diploma Results – All Students										
Acceptable Standard (%)	63.6	67.5	87.7	71.1	77.8	74	77.8	76.5	73.1	76.5
Standard of Excellence (%)	23	25	34.1	22.2	35.1	29.3	35.3	27.3	30.7	13.1
Fail Rate (%)	36.4	32.5	12.3	28.9	22.2	26	22.2	23.5	26.9	23.5
Diploma Results – Indigenous Students										
Acceptable Standard (%)	50.9	62.5			61.7	80	61.3	69.2	59.2	80
Standard of Excellence (%)	10.5	25.0			18.2	6.7	15.3	7.7	14.6	0
Fail Rate (%)	49.1	37.5			38.3	20	38.7	30.8	40.8	20
Diploma Results – ELL Students										
Acceptable Standard (%)	52.2	62.5			71.7	50	71.5	70	65.8	80
Standard of Excellence (%)	19.2	37.5			27.6	30	29.3	40	27.9	30
Fail Rate (%)	47.8	37.5			67.2	50	28.5	30	34.2	20
English Mathematics 30-2										
Diploma Results – All Students										
Acceptable Standard (%)	61.5	56.1	78.1	79.5	76.5	76.6	74.2	72.8	74.7	76.9
Standard of Excellence (%)	11.8	7.6	17.9	6.4	16.8	10.3	16.4	7.9	15.9	14
Fail Rate (%)	38.5	43.9	21.9	20.5	23.5	23.4	25.8	27.2	25.3	23.1
Diploma Results – Indigenous Students										
Acceptable Standard (%)	55.2	60.0			72	62.5	69.1	73.7	67.4	84.6
Standard of Excellence (%)	7.3	0.0			12	0	9.7	10.5	8.8	15.4
Fail Rate (%)	44.8	40			28	37.5	30.9	26.3	32.6	15.4
Diploma Results – ELL Students										
Acceptable Standard (%)	46.9	*			68.8	83.3	66.1	50	68.6	83.3
Standard of Excellence (%)	6.3	*			11.6	0	12	0	11.5	16.7
Fail Rate (%)	53.1	*			31.2	16.7	33.9	50	31.4	16.7

Interpretation: Acceptable Standard and Standard of Excellence results in Mathematics 30-1 exceeded provincial average.

	2021/2022	Jun	2019/2020	Jan	2018/2019	2017/2018	2016/2017			
	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD
Biology 30										
Diploma Results – All Students										
Acceptable Standard (%)	74.3	62.3	84.8	88.6	83.9	82.1	86.6	84.2	84.2	81
Standard of Excellence (%)	25.2	10.4	34.8	35.6	35.5	27.4	36.6	25.1	32.3	25
Fail Rate (%)	25.7	37.7	15.2	11.4	16.1	17.9	13.4	15.8	15.8	19
Diploma Results – Indigenous Students										
Acceptable Standard (%)	58.9	50.0			72.6	84.2	75.7	70.8	73.9	68.4
Standard of Excellence (%)	11.5	8.3			17.8	10.5	17.3	12.5	16.5	10.5
Fail Rate (%)	41.1	50			27.4	15.8	24.3	29.2	26.1	31.6
Diploma Results – ELL Students										
Acceptable Standard (%)	61.0	55.6			76.6	55.6	80.5	42.9	77.4	75
Standard of Excellence (%)	18.0	0.0			24.7	22.2	29.1	14.3	26.1	33.3
Fail Rate (%)	39	44.4			23.4	44.4	19.5	57.1	22.6	25
Chemistry 30	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD
Diploma Results – All Students										
Acceptable Standard (%)	77.1	82.4	85.6	81.8	85.7	75.6	83.6	71.1	83.1	78.2
Standard of Excellence (%)	31.1	29.4	35.9	21.6	42.5	23.8	38.3	23.7	38.6	23.2
Fail Rate (%)	22.9	17.6	14.4	18.2	14.3	24.4	16.4	28.9	16.9	21.8
Diploma Results – Indigenous Students										
Acceptable Standard (%)	62.5	63.6			72.9	60	69.7	80	74.8	85.7
Standard of Excellence (%)	15.4	18.2			23.7	20	19.9	0	23.2	42.9
Fail Rate (%)	37.5	36.4			27.1	40	30.3	20	25.2	14.3
Diploma Results – ELL Students										
Acceptable Standard (%)	67.9	*			78.8	42.9	79.3	55.6	78.8	100
Standard of Excellence (%)	23.5	*			34.6	28.6	33.2	0	36.4	40
Fail Rate (%)	32.1	*			21.2	57.1	20.7	44.4	21.2	0
Physics 30	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD
Diploma Results – All Students										
Acceptable Standard (%)	78.5	83	86.7	81.7	87.5	70.8	86.2	69.1	85.7	65.7
Standard of Excellence (%)	34.6	19.1	46.3	28.3	43.5	16.9	43.6	23.6	41.8	7.1
Fail Rate (%)	21.5	17	13.3	18.3	12.5	29.2	13.8	30.9	14.3	34.3
Diploma Results – Indigenous Students										
Acceptable Standard (%)	68.6	100.0			74.1	33.3	76.9		82.6	
Standard of Excellence (%)	25.2	37.5			25.9	0	24		26.8	
Fail Rate (%)	31.4	0			25.9	66.7	23.1		17.4	
Diploma Results – ELL Students										
Acceptable Standard (%)	63.1	*			79.3		79.4		78.1	
Standard of Excellence (%)	26.4	*			32.3		32.8		31.1	
Fail Rate (%)	36.9	*			20.7		10.6		21.9	

	2021/2022		2019/2020		2018/2019		2017/2018		2016/2017	
Science 30	Prov	GPPSD								
Diploma Results – All Students										
Acceptable Standard (%)	75.7	65.2	86.5	75	85.7	80.4	85.4	88.2	84.9	89.2
Standard of Excellence (%)	17.2	4.3	28.6	10	31.2	11.8	31.5	20.6	28.4	2.7
Fail Rate (%)	24.3	34.8	13.5	25	14.3	19.6	14.6	11.8	15.1	10.8
Diploma Results – Indigenous Students										
Acceptable Standard (%)	70.0	*			84.1	71.4	84.1		79	
Standard of Excellence (%)	7.2	*			19.5	14.3	24.4		17.9	
Fail Rate (%)	30.0	*			15.9	28.6	15.9		21	
Diploma Results – EII Students										
Acceptable Standard (%)	59.7	*			78.3		75.8		74.9	
Standard of Excellence (%)	11.8	*			21.8		22.1		22.7	
Fail Rate (%)	40.3	*			21.7		24.2		25.1	

Interpretation: Chemistry 30 and Physics 30 Acceptable Standard exceeds the province. 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 21/22 results, professional learning opportunities and student supports.

	2021/2022		2019/2020		2018/2019		2017/2018		2016/2017	
	Prov	GPPSD								
French Language Arts 30-1										
Diploma Results – All Students										
Acceptable Standard (%)	91.9	100			93.0	100	93.8	100	94.7	77.8
Standard of Excellence (%)	6.8	0			20.9	10	11	0	9.4	0
Fail Rate (%)	8.1	0			7.0	0	6.2	0	5.3	22.2

Interpretation: 2021/2022 Acceptable Standard exceeds the province. Standard of Excellence remains an area of focus. No January 2020 results as students were not enrolled in semester 1 (Jan) courses.

	2021/2022		2019/2020		2018/2019		2017/2018	
	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD
French Social Studies 30-1								
Diploma Results – All Students								
Acceptable Standard (%)	82.1	66.7	87.4	88.9	98.8	100	86.2	80
Standard of Excellence (%)	16.1	16.7		0	29.3	11.1	29.5	0
Fail Rate (%)	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 2021 - 2022; therefore, results are suppressed.

	2021/2022		2019/2020		2018/2019		2017/2018	
	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD	Prov	GPPSD
French Mathematics 30-1								
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: 2021 - 2022 results are not available as students were not enrolled in semester 2 (Jun) courses. 2019 - 2020 results are not available as students were not enrolled in semester 1 (Jan) courses.