



GEORGE FREEMAN SCHOOL

“Building Everyday Heroes!”

Three Year Education Plan Assurance Measure Report

2022-2023; 2023-2024; 2024-2025

Wayne Funk – November 2022



3-Year Education Plan for George Freeman School

Message from the Principal

George Freeman School is in our fifth year of existence in Strathmore, Alberta, and we are committed to being dedicated to the students, staff, parents and greater community that we serve. With everything that we do, our focus is on making George Freeman School a great place for our students to learn.

We understand that we have an amazing opportunity to engage with our stakeholders to form and shape our school's beliefs, ideals and culture from the very beginning of the school's opening. This document will serve as our three year education plan for the 2022/2023; 2023/2024 and 2024/2025 school years.

Wayne Funk
Principal
George Freeman School
November 2022

School Profile

George Freeman School has grown to a Kindergarten to Grade 9 school that has a current student population of 461 students. Our current programs include 2 full time kindergarten classes (with part time students added in on alternating days). We also have two classes of every other grade from grade 1 to grade 9. Additionally, we have a Physical Education program taught by a PE specialist. Our Kindergarten to grade 5 classrooms are taught by elementary generalist teachers while grade 6, 7, 8 and 9 are taught by subject specialists.

Mission and Vision

As our new school staff was being hired in the spring of 2018, we consciously developed our motto and three pillars that our school would grow into. It is our desired goal for these words to surround us in all we do at George Freeman School.

- Slogan
 - Building Everyday Heroes
- Pillars
 - Action in Character
 - Action in our World
 - Action in Life

As we move further into the 2022/2023 school year, we will be working with our parents, students and staff to further develop these pillars and put our ideas into meaningful practice.



George Freeman School – Honoring George Freeman

When the family of George Freeman was approached about our school honoring their patriarch with the name of our school, they were overjoyed and very appreciative. As a result, we have a cachet of artifacts that have been loaned to George Freeman School that tell a bit of the life story of Mr. Freeman. A few years ago we commissioned a local cabinet maker to create some creative display pillars for us to display these artifacts of Mr. Freeman's life. Each display pillar follows one of our ideological pillars listed above.

Mr. Freeman was born and raised in Strathmore and lived a long illustrious life here. He was a decorated World War II veteran and spent many years working as a conservationist for Ducks Unlimited. Mr. Freeman was a life-long volunteer and connected to the community in a wide variety of ways. We are proud to consider our school to be a continuation of the works that Mr. Freeman dedicated his life to.

Powerful Learning

Golden Hills School Division continues to be a driving force in the development of teachers who work together with their students to form and create powerful learning opportunities in their classrooms. At George Freeman School, we intend to fulfill those expectations with a variety of student learning opportunities at all grades. Our teachers will build a culture where they can create opportunities for:

- Students to explore topics of interest
- Students to connect with experts both locally and further afield
- Students to demonstrate their understanding in a variety of ways
- Students to discover their passions



Career and Technology Foundations

As we began to plan for our school, one of the many things that our older students were excited about was the variety of course options that we would be providing to provide our grade 6, 7, 8 and 9 students. After much research and discussion, the following courses are being offered at GFS for the 2022/2023 school year.

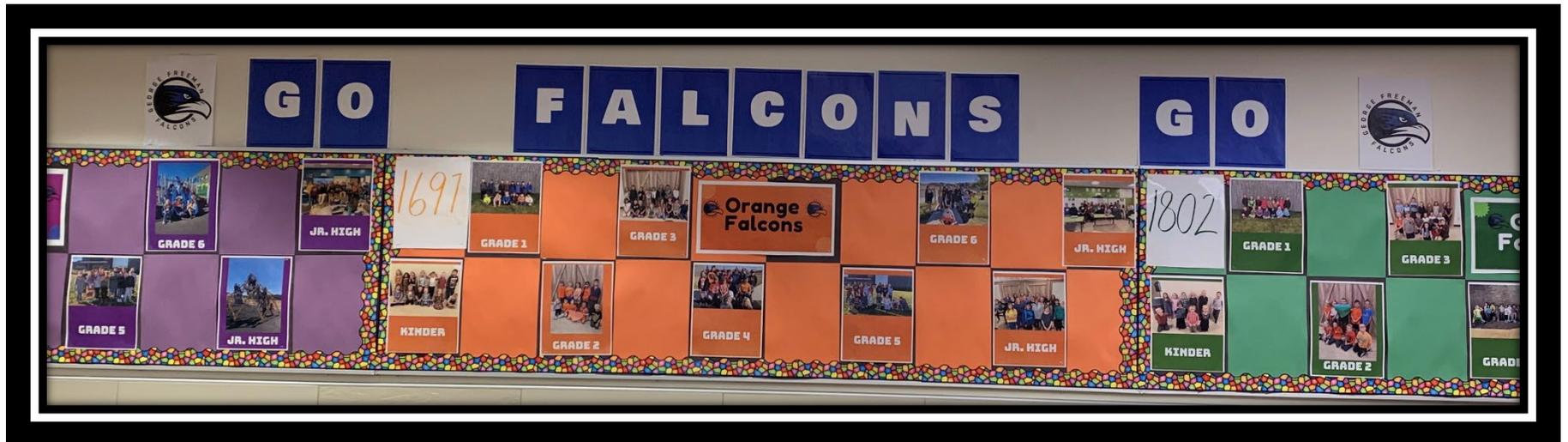
- Grade 6
 - Fine Arts
 - Robotics
- Grade 7
 - Robotics
 - French
 - Fine Arts
 - Foods
- Grade 8
 - Entrepreneurship
 - French
 - Outdoor Education
 - Foods
 - Film Studies
 - Fine Arts
- Grade 9
 - Photo/Video
 - Entrepreneurship
 - Fine Arts
 - Outdoor Education
 - Community Recreation
 - Foods



We believe this wide offering of courses is second to none in a school with a total of 192 grade 6, 7, 8 and 9 students.

Intramural Program

During the course of the 2018/2019 school year, every George Freeman student was welcomed to George Freeman School with a new blue Falcons t-shirt. We purposefully spent the 2018-2019 school year creating a culture of togetherness. During our fifth year of operation, in 2022-2023 we are continuing to develop an intramural program that creates three distinct intramural houses based on the colors of our school design. The Purple, Green and Orange teams all show team spirit by competing against the other houses in athletic events, spirit days and a variety of other activities. Our goal is to create opportunities for competition that also allow for team building and school spirit. Each student is assigned to a colour team, and our junior high students are part of a cross-graded colour team homeroom class every day for 18 minutes.



George Freeman School Athletics

Our school intends to sponsor the following Athletic Teams for our students:

- Cross Country
- Boys Volleyball – 3 teams
- Girls Volleyball – 3 teams
- Boys Basketball – 3 teams
- Girls Basketball – 3 teams
- Badminton
- Track and Field

George Freeman School Athletic Academies

- GFS has a tremendous advantage in that the facility that we share with the Town of Strathmore and the County of Wheatland, we have an incredible amount of athletic fields and spaces within our building. For the fifth consecutive year we will be holding baseball, soccer and fastball academies for our students to grow in skill development during the course of the school day. We have hired teachers to fulfill the coaching duties of these academies and our students are excited to grow in skill development in their sport of choice.
- Students are welcome to sign up for two academies during the school year. Soccer runs in the late fall and early winter months while fastball and baseball run during the late winter and early spring months. This year we have over 200 athletes registered into at least one of the academies.

George Freeman School Music Academy

- In an effort to broaden our extracurricular offerings, we have implemented a Music Academy to allow for our students who are interested in learning more about piano and music theory to be a part of our Music Academy. For a nominal fee, students get an individualized 30-minute weekly lesson for ten weeks with a certified piano instructor. Over time we would like to see the Music Academy expand to include other Fine Arts disciplines



Trends and Issues

As we readied ourselves for the fifth year of enrolled students, it became apparent that we were the school of choice for many current Strathmore families. Additionally, many families that were new to Strathmore chose to bring their children to become Falcons at George Freeman School. Our school grew by 130 students when you compare September 2018 to September 2019. Despite the pandemic, our school grew by a further 31 students for 2020-2021 school year and 58 students for the 2021-2022 school year. To begin the 2022 – 2023 school year we have grown again, this time by 29 additional students. We predict that we will see another year of substantial growth before the start of school in September 2023.

As students were enrolling this summer, we realized that we may have some capacity issues in some of our grades. Many of the graduating grade 6 students within Strathmore are recognizing an additional option for junior high within Golden Hills School Division in Strathmore. The junior high grades now essentially become full as we move into this new school year. It will be important in future years to continue to monitor growth within our community so that certain grades do not become overfull.

Facility and Capital

We feel incredibly fortunate to be the staff and students that get to come to school in this wonderful building! With GFS sharing the Strathmore Motor Products Sports Center with the Town of Strathmore, we have some amazing advantages and exciting opportunities ahead.

Many teachers at George Freeman School include Outdoor Learning as part of their week or day. We are working towards an outdoor learning space on our school grounds to better facilitate this Powerful Learning method. Over the course of 2023, we will secure funding and then have earth and rockwork done in the berm by the playground. We will also plant numerous trees to provide shade, windbreak, and food. This space will become part of student learning and play by the fall of 2023.

Revenues and Expenditures

Budgeted Operating Expense 2021-2022		
Allocation (includes prior year carry-over)	\$2,750,162	%
Certificated Staffing (Substitutes & Certificated Staffing)	\$2,557,800	93.0%
Non-Certificated (Support & Other Staffing)	\$138,783	5.0%
Supplies & Services	\$52,579	1.9%

Spring 2022 School Results Summary for Planning and Reporting

Assurance Domain	Measure	George Freeman School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	89.6	86.8	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	90.2	85.5	86.3	81.4	83.2	83.1	Very High	Maintained	Excellent
	3-year High School Completion	n/a	n/a	n/a	83.2	83.4	81.1	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	87.1	86.2	85.6	n/a	n/a	n/a
	PAT: Acceptable	n/a	n/a	93.9	n/a	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	20.5	n/a	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a	83.6	n/a	n/a	n/a
Diploma: Excellence	n/a	n/a	n/a	n/a	n/a	24.0	n/a	n/a	n/a	
Teaching & Leading	Education Quality	91.9	90.8	93.8	89.0	89.6	90.3	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	91.0	87.4	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	85.6	80.0	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	86.1	79.4	80.6	78.8	79.5	81.5	Very High	Maintained	Excellent



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

Goal One: Teacher Collaboration will Improve Student Engagement and Learning Opportunities

Collaborative Teacher Opportunities

With the design of our new building, allowing for teacher collaboration opportunities is an obvious administrative requirement. Each of our elementary grade partner teachers is allotted three common non-assigned duties periods in a 4 day week. These times naturally allow for the grade partner teachers to plan and discuss high quality learning opportunities for their students. Each pair of classrooms is outfitted with a barn door to allow for students to migrate back and forth between the two classrooms. Professional collaboration is an expectation of all of our teaching staff and our building supports that through the design and construction.

Collaboration is happening between teachers that have similar teaching assignments, as well as across grade/subject levels. With the support of Golden Hills School Division and the Powerful Learning Project we were able to develop a plan that allowed for teachers to have paid sub days to work on a teacher collaboration project. Through our monthly staff meetings, we are using the book, “Best Practices in Co-Teaching and Collaboration” by Susan Gingras Fitzell as a book study to discuss and develop best practices for teacher collaboration.

Each teacher is in a partnership with at least one other teacher to develop a project or series of lessons. Teacher groups are freed up from their classes to meet with a GHSD Instructional Coach to help facilitate the planning process. As the year progresses, these teachers will be working together to implement their plan.

Powerful Learning

Teachers at George Freeman School focus on strategic instruction strategies and utilize numerous high-yield teaching techniques. Staff regularly seek out professional development opportunities through GHSD and other organizations in order to hone their knowledge and skill. We are proud of the creativity that our teachers display in their planning and we have seen teacher collaboration develop as teachers seek to expand unique initiatives to other grade levels. For example, Junior High students spend a portion of their weekly Language Arts time researching and presenting topics of interest to their peers during Genius Hour. This opportunity for authentic engagement has been seen as valuable and effective by other educators and younger grades have also started a modified version of Genius Hour. Another specific example of authentically engaging students and providing opportunities for cross-curricular learning and building connections with others is the Language Arts 6 and 7 Town program where student writing tasks are all related to developing a fictional town with social and economic capital. Students write authentic business proposals, newspaper articles, press releases, and even present court cases as part of this powerful learning experience.

Goal Two: To Annually Highlight one of our Foundational Pillars to Create a Stellar Learning Environment

George Freeman

Our namesake was a lifelong resident of Strathmore who gave his life to volunteerism in our community. When Mr. Freeman returned to Strathmore as a decorated veteran following the conclusion of World War II he began to work for Ducks Unlimited while raising his young family. Throughout the years he volunteered for the Strathmore Volunteer Fire Department, was an integral member in planning the Strathmore Rodeo weekend and was always a loyal and involved member of the Strathmore Legion. Anybody who grew up in Strathmore will have memories of Mr. Freeman speaking at their annual school Remembrance Day Ceremony. As a result of all of this volunteering, Mr. Freeman was twice voted as Strathmore's citizen of the year. We are proud to have George Freeman as our namesake as we strive to "Build Everyday Heroes".

Motto and Pillars

Modelling our school after Mr. Freeman, we have chosen "Building Everyday Heroes" as our motto for the school. Using the life of Mr. Freeman we have decided to build our school philosophy around the following three pillars.

- Action in Life
 - Fitness and Sport
 - Health and Wellness
- Action in Character
 - Acceptance
 - Support of Others
 - Teamwork
- Action in our World
 - Environmental Stewardship
 - Volunteering
 - Citizenship
 - Impacting our Local and Global Community

We strive as a staff to use this language in the majority of our student interactions both individually and in our classes.

2022-2023 Focus Action in Character

For the 2022-2023 school year, we have chosen to focus the staff, students and parents of George Freeman School on the Action in Character Pillar. Throughout the year, our staff and students will be exploring ways to highlight how they display Action in Character. A teacher committee has consulted with the Freeman Family and selected 6 character traits that made George Freeman an everyday hero. Classes have been paired (older Junior High homeroom with an elementary class) and the planning committee provides 4 activities/lessons for the buddies to work on together for each character trait. This buddy approach to character education is creating community, developing deeper understanding of important character traits, and providing leadership opportunities for students.

Goal Three: To Increase Student Empowerment by Establishing a Falcon Council Student Government

Falcon Council

It was a strong desire from the beginning of the existence of George Freeman School to have a student council. After a few different versions of the student government model, we feel like we have established a working model to move forward with over time. In the spring of 2021, we asked all students in grade 4 – 8 to apply if they were interested in becoming a part of the newly formed Falcon Council for the 2021-2022 school year. We received more than 30 responses and from that pool of 30 students interested in our vision of student government, we accepted 15 of the student applications. These 15 students are from a variety of grades between grade 5 and 9. For 2022-2023, we had 40 applicants and selected 20 members.

The students involved in Falcon Council act as the conduit between school administration and the remainder of the student body. Through regular meetings, our Falcon Council members help to set the tone for our building by selecting and actively participating in School Spirit Days, providing leadership skills for school wide events like Terry Fox Run and the Christmas Hamper donation drive and by bringing student ideas to the Falcon Council members and school administration.

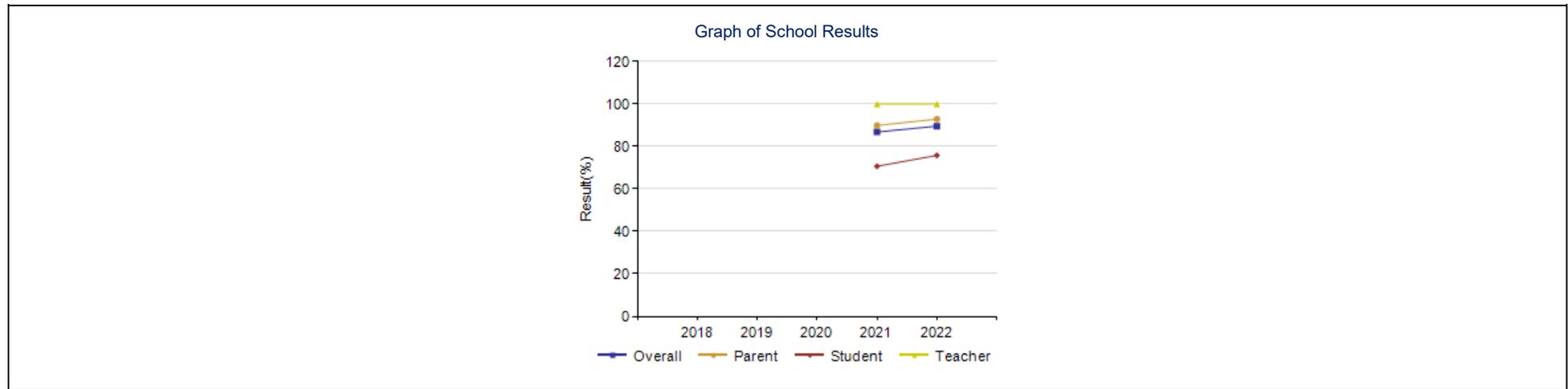


The following pages include tables and graphs that provide detailed data for the performance measures. Schools may include these under each measure/outcome to provide context and help in interpreting the results.

Student Learning Engagement – Measure Details

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

	School										Measure Evaluation			Authority										Province									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	114	86.8	123	89.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,684	85.1	2,137	83.8	n/a	n/a	n/a	n/a	n/a	n/a	230,956	85.6	249,740	85.1
Parent	n/a	n/a	n/a	n/a	n/a	n/a	23	89.9	14	92.9	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	278	87.6	304	85.4	n/a	n/a	n/a	n/a	n/a	n/a	30,994	89.0	31,694	88.7
Student	n/a	n/a	n/a	n/a	n/a	n/a	73	70.7	86	75.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,122	70.4	1,495	69.4	n/a	n/a	n/a	n/a	n/a	n/a	169,789	71.8	187,102	71.3
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	18	100.0	23	100.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	284	97.2	338	96.7	n/a	n/a	n/a	n/a	n/a	n/a	30,173	96.0	30,944	95.5

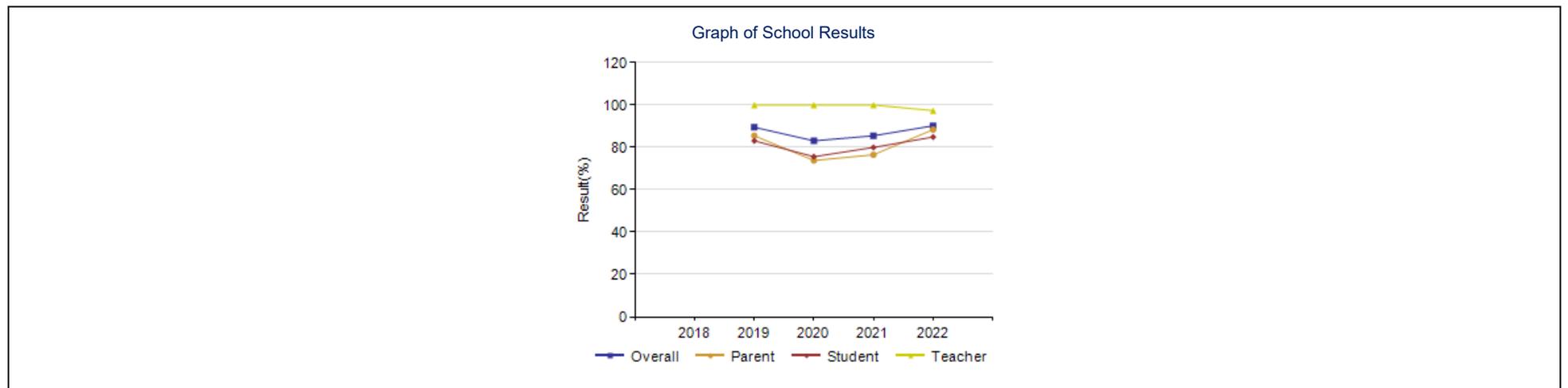


- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Citizenship – Measure Details

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

	School										Measure Evaluation			Authority										Province											
	2018		2019		2020		2021		2022		2018			2019			2020			2021			2022			2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%				
Overall	n/a	n/a	85	89.5	110	83.1	114	85.5	123	90.2	Very High	Maintained	Excellent	2,102	85.6	2,068	84.8	2,227	83.3	1,679	83.0	2,136	80.4	253,727	83.0	265,614	82.9	264,413	83.3	230,843	83.2	249,770	81.4		
Parent	n/a	n/a	14	85.5	16	73.8	23	76.5	14	88.4	Very High	Maintained	Excellent	312	82.1	314	82.9	268	79.0	275	80.2	302	75.1	35,482	81.7	35,247	81.9	36,891	82.4	30,905	81.4	31,689	80.4		
Student	n/a	n/a	60	83.1	76	75.6	73	80.0	86	84.9	Very High	Maintained	Excellent	1,457	77.9	1,423	75.9	1,653	76.1	1,120	74.0	1,496	71.7	185,623	73.9	197,090	73.5	193,577	73.8	169,741	74.1	187,120	72.1		
Teacher	n/a	n/a	11	100.0	18	100.0	18	100.0	23	97.4	Very High	Maintained	Excellent	333	96.7	331	95.6	306	94.9	284	94.9	338	94.5	32,622	93.4	33,277	93.2	33,945	93.6	30,197	94.1	30,961	91.7		

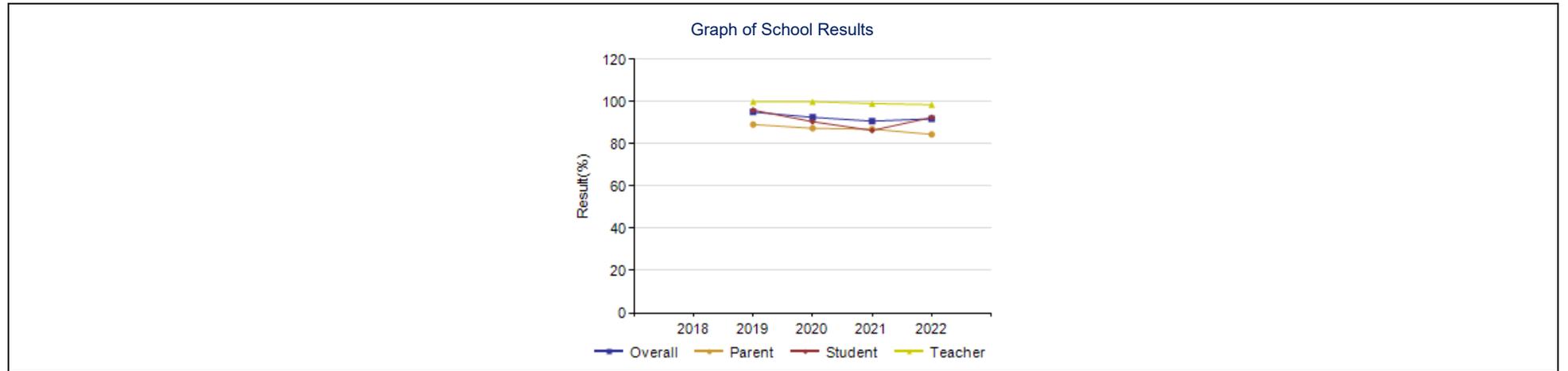


- Notes:
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 2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.
 3. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures in 2019/20. Caution should be used when interpreting trends over time.

Education Quality – Measure Details

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	School										Measure Evaluation			Authority										Province									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	85	95.1	110	92.6	113	90.8	122	91.9	Very High	Maintained	Excellent	2,104	92.0	2,066	92.1	2,228	91.4	1,684	89.9	2,137	88.0	254,026	90.0	265,841	90.2	264,623	90.3	230,814	89.6	249,532	89.0
Parent	n/a	n/a	14	89.2	16	87.4	23	87.0	14	84.5	High	Maintained	Good	312	87.8	314	88.7	268	86.6	278	86.2	305	82.4	35,499	86.0	35,262	86.4	36,907	86.7	31,024	86.7	31,728	86.1
Student	n/a	n/a	60	96.0	76	90.5	72	86.4	85	92.5	Very High	Maintained	Excellent	1,459	90.3	1,421	89.6	1,654	89.8	1,122	86.3	1,494	84.3	185,888	88.2	197,282	88.1	193,763	87.8	169,589	86.3	186,834	85.9
Teacher	n/a	n/a	11	100.0	18	100.0	18	99.1	23	98.6	Very High	Maintained	Excellent	333	97.8	331	98.1	306	97.8	284	97.3	338	97.2	32,639	95.8	33,297	96.1	33,953	96.4	30,201	95.7	30,970	95.0

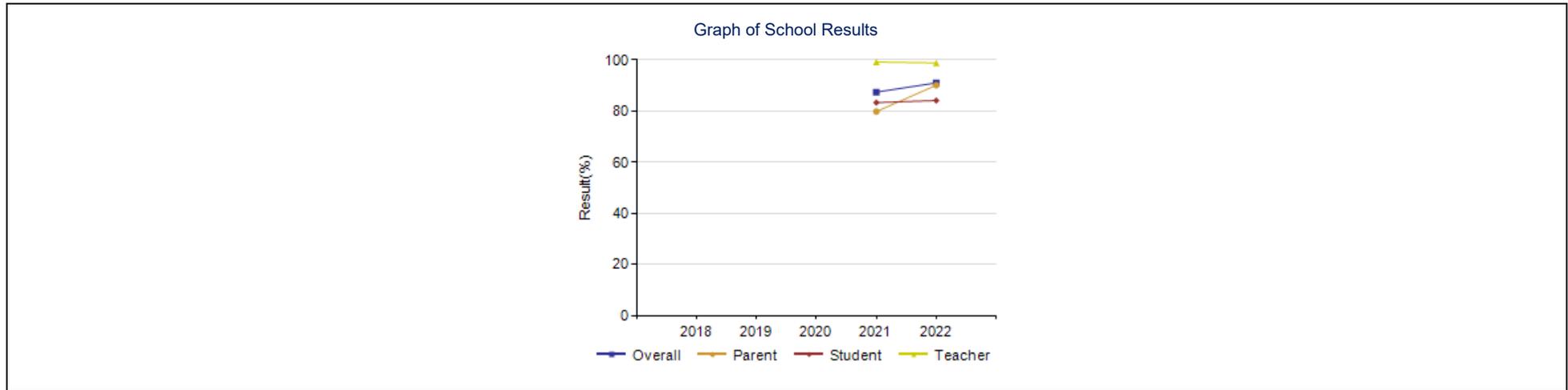


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 2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Welcoming, Caring, Respectful and Safe Learning Environments – Measure Details

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

	School										Measure Evaluation			Authority										Province											
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022		2018		2019		2020		2021		2022			
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	114	87.4	123	91.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,682	87.7	2,140	85.9	n/a	n/a	n/a	n/a	n/a	n/a	231,091	87.8	249,941	86.1
Parent	n/a	n/a	n/a	n/a	n/a	n/a	23	79.8	14	90.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	278	88.2	305	84.5	n/a	n/a	n/a	n/a	n/a	n/a	30,980	88.2	31,715	86.9
Student	n/a	n/a	n/a	n/a	n/a	n/a	73	83.3	86	84.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,120	78.8	1,497	76.7	n/a	n/a	n/a	n/a	n/a	n/a	169,900	79.8	187,258	77.7
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	18	99.2	23	98.8	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	284	96.1	338	96.3	n/a	n/a	n/a	n/a	n/a	n/a	30,211	95.3	30,968	93.6



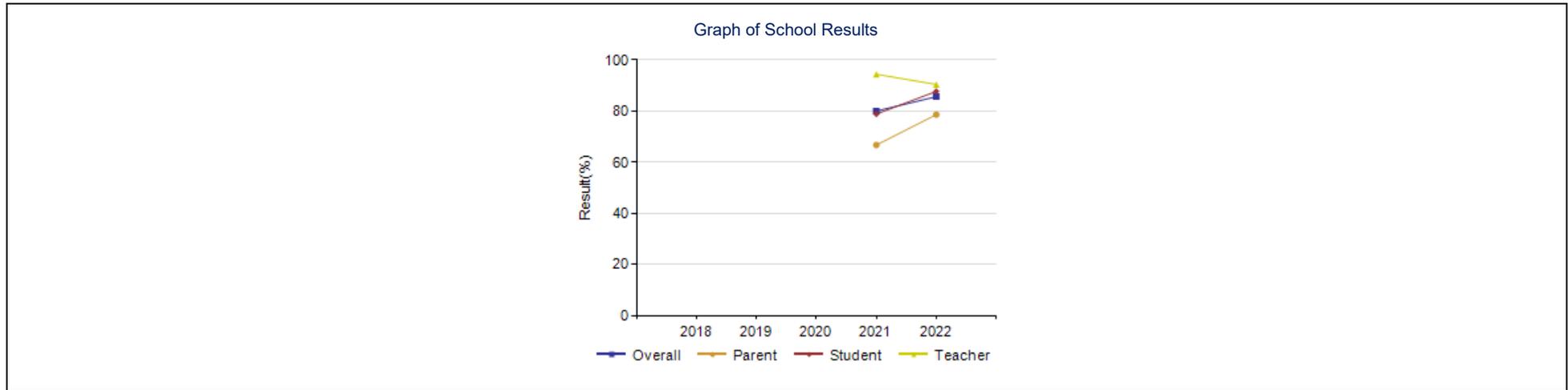
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Access to Supports & Services – Measure Details

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

	School										Measure Evaluation			Authority										Province															
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022		2018		2019		2020		2021		2022							
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%						
Overall	n/a	n/a	n/a	n/a	n/a	n/a	114	80.0	123	85.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,683	81.8	2,137	79.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,761	82.6	249,570	81.6
Parent	n/a	n/a	n/a	n/a	n/a	n/a	23	66.7	14	78.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	278	76.3	305	71.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,936	78.9	31,684	77.4
Student	n/a	n/a	n/a	n/a	n/a	n/a	73	78.8	86	87.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,121	78.8	1,495	77.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,631	80.2	186,935	80.1
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	18	94.4	23	90.4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	284	90.2	337	89.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,194	88.7	30,951	87.3



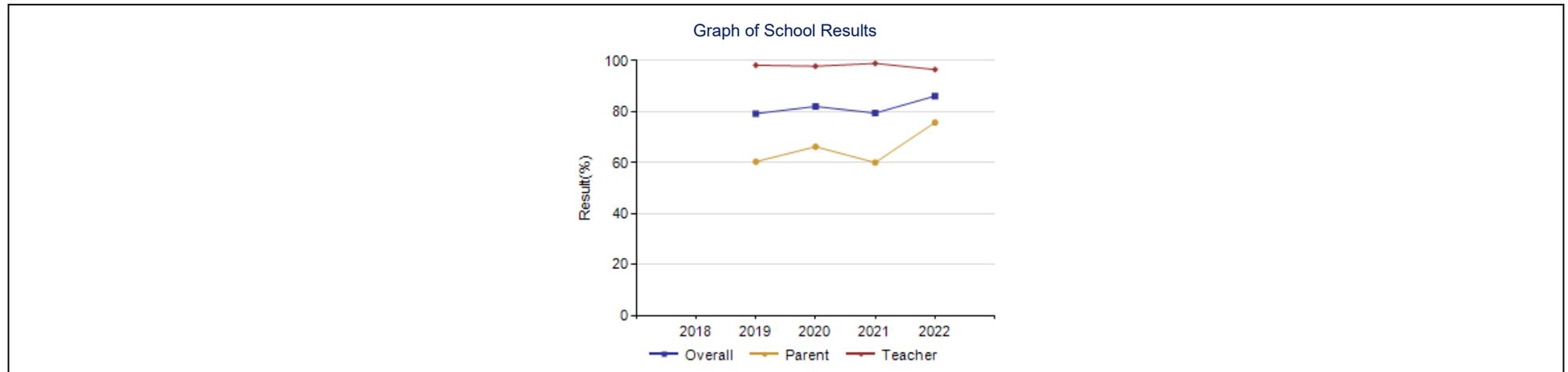
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Parental Involvement – Measure Details

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

	School										Measure Evaluation			Authority										Province									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	25	79.2	34	82.0	41	79.4	37	86.1	Very High	Maintained	Excellent	643	81.6	642	82.5	572	80.5	562	75.9	641	75.6	67,509	81.2	68,116	81.3	70,377	81.8	60,919	79.5	62,412	78.8
Parent	n/a	n/a	14	60.3	16	66.2	23	60.0	14	75.7	Very High	Maintained	Excellent	310	73.1	312	72.8	266	70.7	278	63.8	305	67.1	34,998	73.4	34,944	73.6	36,556	73.9	30,886	72.2	31,598	72.3
Teacher	n/a	n/a	11	98.2	18	97.8	18	98.9	23	96.5	Very High	Maintained	Excellent	333	90.0	330	92.1	306	90.2	284	88.1	336	84.2	32,511	88.9	33,172	89.0	33,821	89.6	30,033	86.8	30,814	85.2



Notes:

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Spring 2022 Supplemental Alberta Education Assurance Measures - Overall Summary

Measure	George Freeman School			Alberta			Measure Evaluation		
	Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	n/a	n/a	56.6	n/a	n/a	n/a
Drop Out Rate	8.9	*	n/a	2.3	2.6	2.6	Low	n/a	n/a
In-Service Jurisdiction Needs	100.0	100.0	100.0	83.7	84.9	85.1	Very High	Maintained	Excellent
Lifelong Learning	90.8	80.0	62.0	81.0	82.1	72.0	Very High	Improved Significantly	Excellent
Program of Studies	86.7	85.6	70.9	82.9	81.9	82.3	Very High	Improved Significantly	Excellent
Program of Studies - At Risk Students	84.0	78.5	81.8	81.9	82.7	84.8	Intermediate	Maintained	Acceptable
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	70.2	68.0	66.4	n/a	n/a	n/a
Safe and Caring	92.5	88.7	90.0	88.8	90.0	89.2	Very High	Maintained	Excellent
Satisfaction with Program Access	73.2	70.9	72.9	72.6	71.8	74.1	Intermediate	Maintained	Acceptable
School Improvement	83.4	91.5	74.2	74.2	81.4	81.3	Very High	Improved	Excellent
Transition Rate (6 yr)	n/a	n/a	n/a	60.3	60.0	59.8	n/a	n/a	n/a
Work Preparation	87.0	79.5	87.8	84.9	85.7	83.5	Very High	Maintained	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the Provincial Achievement Tests and Diploma Examinations was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020 and 2021. Caution should be used when interpreting trends over time.



Measure Evaluation Reference (Supplemental 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
4-year High School Completion	0.00 - 71.57	71.57 - 78.63	78.63 - 87.93	87.93 - 91.45	91.45 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 36.23	36.23 - 41.92	41.92 - 58.66	58.66 - 71.19	71.19 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
In-Service Jurisdiction Needs	0.00 - 76.10	76.10 - 82.23	82.23 - 88.14	88.14 - 91.80	91.80 - 100.00
Lifelong Learning	0.00 - 62.64	62.64 - 67.96	67.96 - 75.71	75.71 - 82.44	82.44 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Program of Studies - At Risk Students	0.00 - 79.62	79.62 - 83.27	83.27 - 86.63	86.63 - 90.44	90.44 - 100.00
Rutherford Scholarship Eligibility Rate	0.00 - 47.98	47.98 - 55.78	55.78 - 68.95	68.95 - 74.96	74.96 - 100.00
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Satisfaction with Program Access	0.00 - 63.98	63.98 - 72.31	72.31 - 77.46	77.46 - 82.95	82.95 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00
Transition Rate (4 yr)	0.00 - 21.98	21.98 - 30.52	30.52 - 44.34	44.34 - 61.50	61.50 - 100.00
Transition Rate (6 yr)	0.00 - 35.49	35.49 - 49.47	49.47 - 62.88	62.88 - 72.76	72.76 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00

Notes:

- For all measures except Drop Out Rate: 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%.
- Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e. lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

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.

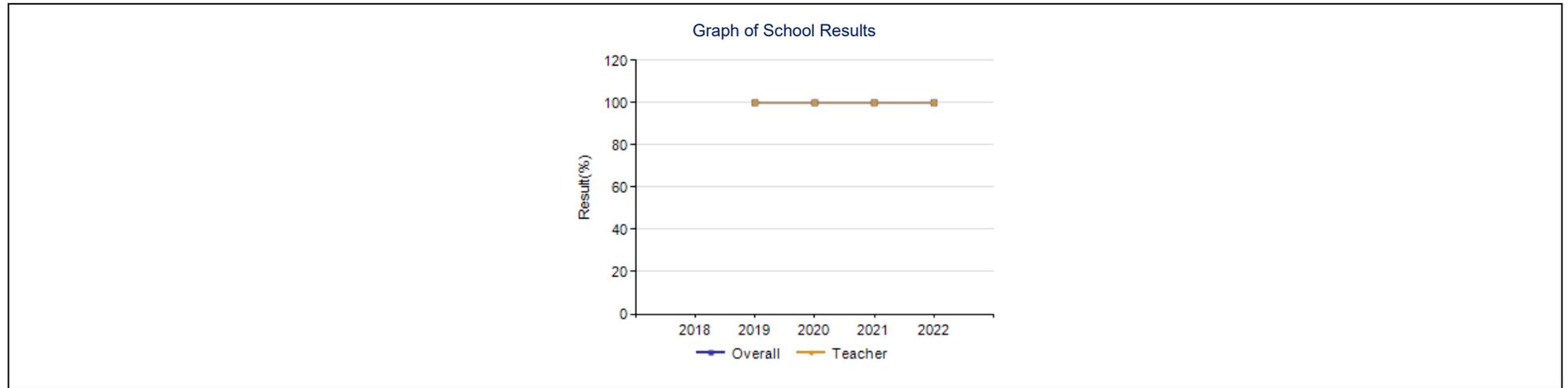
Improvement	Achievement				
	Very High	High	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern



In-Service Jurisdiction Needs– Measure Details

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

	School										Measure Evaluation			Authority										Province									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	10	100.0	18	100.0	18	100.0	22	100.0	Very High	Maintained	Excellent	330	89.0	328	89.2	305	91.8	274	89.0	325	90.4	32,428	84.3	33,074	85.2	33,766	85.0	29,619	84.9	30,280	83.7
Teacher	n/a	n/a	10	100.0	18	100.0	18	100.0	22	100.0	Very High	Maintained	Excellent	330	89.0	328	89.2	305	91.8	274	89.0	325	90.4	32,428	84.3	33,074	85.2	33,766	85.0	29,619	84.9	30,280	83.7



Notes:

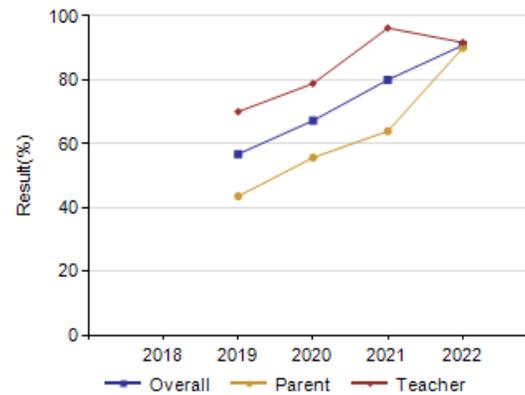
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Lifelong Learning – Measure Details

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

	School										Authority										Province												
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	n/a	n/a	23	56.7	33	67.2	40	80.0	36	90.8	Very High	Improved Significantly	Excellent	631	73.6	629	74.2	558	74.0	551	82.9	628	81.2	66,144	70.9	66,943	71.4	69,182	72.6	59,478	82.1	60,822	81.0
Parent	n/a	n/a	12	43.5	15	55.6	22	63.9	14	90.0	Very High	Improved Significantly	Excellent	298	64.1	302	64.3	253	63.5	271	73.1	296	70.3	33,714	64.0	33,876	64.0	35,454	64.6	29,693	75.3	30,314	74.6
Teacher	n/a	n/a	11	70.0	18	78.8	18	96.2	22	91.7	High	Improved	Good	333	83.2	327	84.1	305	84.5	280	92.7	332	92.1	32,430	77.8	33,067	78.8	33,728	80.6	29,785	88.9	30,508	87.4

Graph of School Results



Notes:

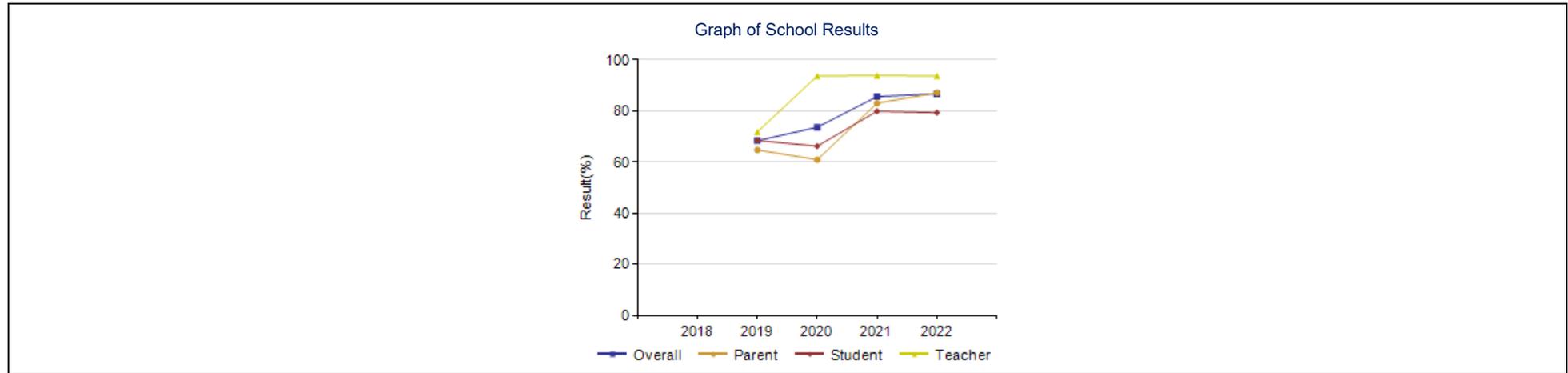
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3. A "N/A" response was added to the AEA survey in 2020/21, allowing respondents to clearly indicate when a question was not applicable. Unlike "Don't Know", a response of "N/A" does not count towards the total number of responses in the survey result. Caution should be used when interpreting trends over time.



Program of Studies – Measure Details

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

	School										Measure Evaluation			Authority										Province											
	2018		2019		2020		2021		2022		2018			2019			2020			2021			2022			2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%				
Overall	n/a	n/a	55	68.3	83	73.6	82	85.6	88	86.7	Very High	Improved Significantly	Excellent	1,581	79.0	1,525	81.0	1,589	81.2	1,339	82.1	1,607	81.2	175,907	81.8	181,846	82.2	184,393	82.4	157,680	81.9	172,339	82.9		
Parent	n/a	n/a	14	64.7	16	60.9	23	83.0	14	87.1	Very High	Improved	Excellent	312	76.0	314	79.2	268	75.4	274	78.4	303	78.6	35,489	79.9	35,252	80.1	36,901	80.1	30,817	81.7	31,625	82.4		
Student	n/a	n/a	30	68.4	49	66.2	41	79.9	51	79.3	Very High	Improved	Excellent	936	73.1	880	78.2	1,015	78.4	781	79.1	966	76.3	107,780	77.2	113,304	77.4	113,541	77.8	96,676	74.9	109,776	76.9		
Teacher	n/a	n/a	11	71.8	18	93.7	18	93.9	23	93.7	Very High	Improved	Excellent	333	88.0	331	85.7	306	89.7	284	88.7	338	88.7	32,638	88.4	33,290	89.1	33,951	89.3	30,187	89.2	30,938	89.3		



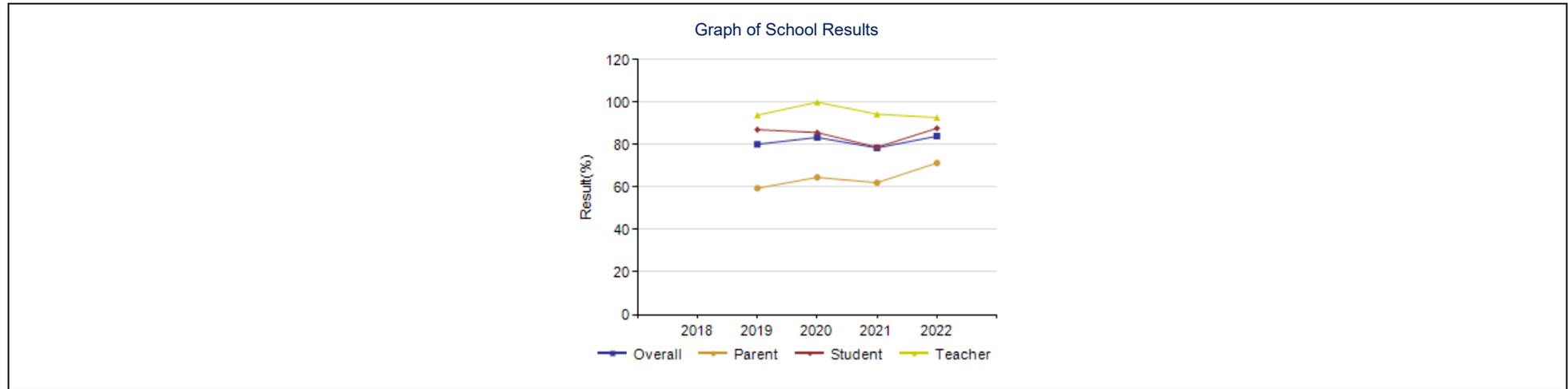
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Program of Studies - At Risk Students – Measure Details

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

	School										Measure Evaluation			Authority										Province									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	85	80.2	110	83.4	114	78.5	123	84.0	Intermediate	Maintained	Acceptable	2,102	84.5	2,065	85.6	2,225	85.2	1,682	81.9	2,137	79.0	253,515	84.2	265,362	84.7	264,165	84.9	230,686	82.7	249,524	81.9
Parent	n/a	n/a	14	59.5	16	64.6	23	62.1	14	71.4	Low	Maintained	Issue	312	77.0	312	77.9	268	75.9	277	74.7	305	67.8	35,439	77.0	35,184	77.8	36,846	78.1	30,874	76.7	31,643	75.3
Student	n/a	n/a	60	87.1	76	85.7	73	78.8	86	87.7	High	Maintained	Good	1,457	81.9	1,422	83.7	1,652	83.5	1,121	78.8	1,495	77.5	185,470	81.7	196,933	81.9	193,409	82.2	169,631	80.2	186,935	80.1
Teacher	n/a	n/a	11	93.9	18	100.0	18	94.4	23	92.8	Low	Maintained	Issue	333	94.6	331	95.2	305	96.2	284	92.1	337	91.7	32,606	94.0	33,245	94.5	33,910	94.4	30,181	91.2	30,946	90.3

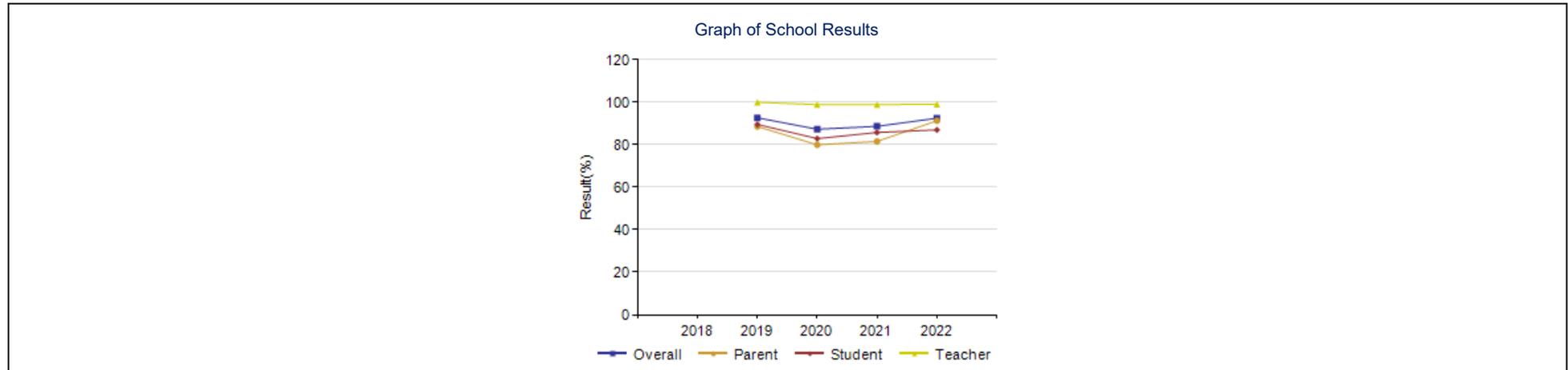


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Safe and Caring – Measure Details

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

	School										Measure Evaluation			Authority										Province									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	85	92.7	110	87.3	114	88.7	123	92.5	Very High	Maintained	Excellent	2,102	90.6	2,067	90.6	2,226	90.0	1,682	90.0	2,139	88.8	253,494	89.0	265,382	89.0	264,204	89.4	230,987	90.0	249,835	88.8
Parent	n/a	n/a	14	88.6	16	80.0	23	81.6	14	91.3	Very High	Maintained	Excellent	312	89.8	314	91.5	268	87.7	278	90.5	305	88.1	35,486	89.4	35,247	89.7	36,899	90.2	30,969	90.5	31,707	89.5
Student	n/a	n/a	60	89.6	76	82.9	73	85.8	86	87.0	Very High	Maintained	Excellent	1,457	84.6	1,422	83.6	1,652	85.5	1,120	83.1	1,497	81.1	185,384	82.5	196,856	82.3	193,364	82.6	169,813	84.0	187,165	82.5
Teacher	n/a	n/a	11	100.0	18	98.9	18	98.9	23	99.1	Very High	Maintained	Excellent	333	97.5	331	96.8	306	96.9	284	96.5	337	97.1	32,624	95.0	33,279	95.1	33,941	95.3	30,205	95.4	30,963	94.3



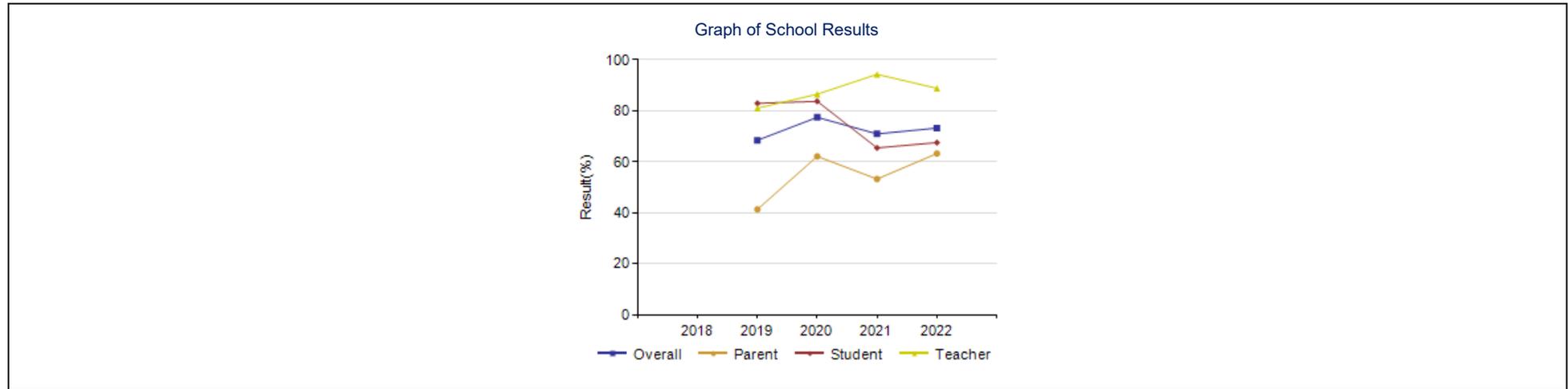
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Satisfaction with Program Access – Measure Details

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

	School										Authority										Province												
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	n/a	n/a	84	68.4	110	77.4	113	70.9	122	73.2	Intermediate	Maintained	Acceptable	2,090	73.7	2,054	75.7	2,211	77.5	1,668	73.2	2,116	72.8	251,836	72.8	263,978	73.1	262,662	75.2	228,281	71.8	247,744	72.6
Parent	n/a	n/a	13	41.3	16	62.1	23	53.2	14	63.2	Intermediate	Maintained	Acceptable	304	61.9	307	62.6	263	69.2	267	63.8	297	63.8	34,350	61.2	34,371	61.1	35,963	68.4	29,417	65.7	30,664	67.4
Student	n/a	n/a	60	82.9	76	83.7	72	65.4	85	67.5	Very Low	Declined Significantly	Concern	1,454	78.4	1,417	81.9	1,642	80.9	1,119	74.6	1,486	73.0	184,949	78.9	196,411	78.8	192,861	79.0	168,839	71.9	186,237	73.5
Teacher	n/a	n/a	11	81.0	18	86.5	18	94.3	23	88.8	Very High	Maintained	Excellent	332	80.8	330	82.5	306	82.3	282	81.2	333	81.6	32,537	78.3	33,196	79.3	33,838	78.1	30,025	77.8	30,843	77.0



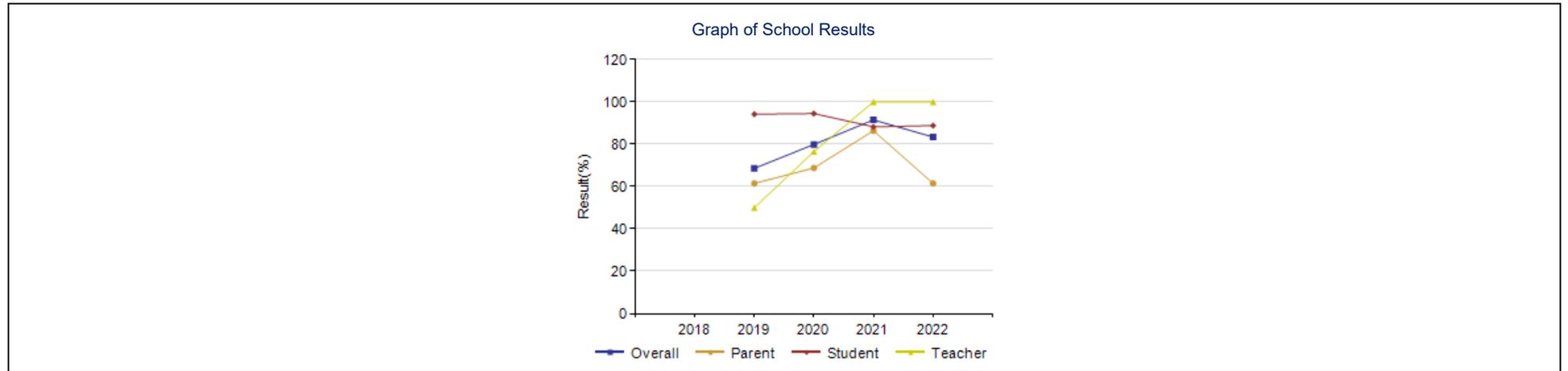
- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.



School Improvement – Measure Details

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

	School										Measure Evaluation			Authority										Province									
	2018		2019		2020		2021		2022		Achievement	Improvement	Overall	2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%				N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	83	68.6	109	79.9	112	91.5	118	83.4	Very High	Improved	Excellent	2,085	83.0	2,051	84.7	2,213	84.3	1,644	82.6	2,077	73.5	251,246	80.3	263,364	81.0	262,079	81.5	224,041	81.4	243,980	74.2
Parent	n/a	n/a	13	61.5	16	68.8	22	86.4	13	61.5	Low	Maintained	Issue	304	79.3	307	84.0	262	77.5	264	80.7	287	61.0	34,237	79.3	34,159	80.3	35,896	80.0	28,016	81.7	30,147	70.0
Student	n/a	n/a	60	94.2	76	94.5	72	88.2	86	88.8	Very High	Declined	Good	1,456	83.4	1,420	84.4	1,649	85.4	1,115	81.8	1,478	79.3	185,106	80.2	196,592	79.4	192,917	79.6	167,992	79.1	185,107	76.3
Teacher	n/a	n/a	10	50.0	17	76.5	18	100.0	19	100.0	Very High	Improved Significantly	Excellent	325	86.2	324	85.5	302	90.1	265	85.3	312	80.1	31,903	81.5	32,613	83.4	33,266	85.0	28,033	83.4	28,726	76.3



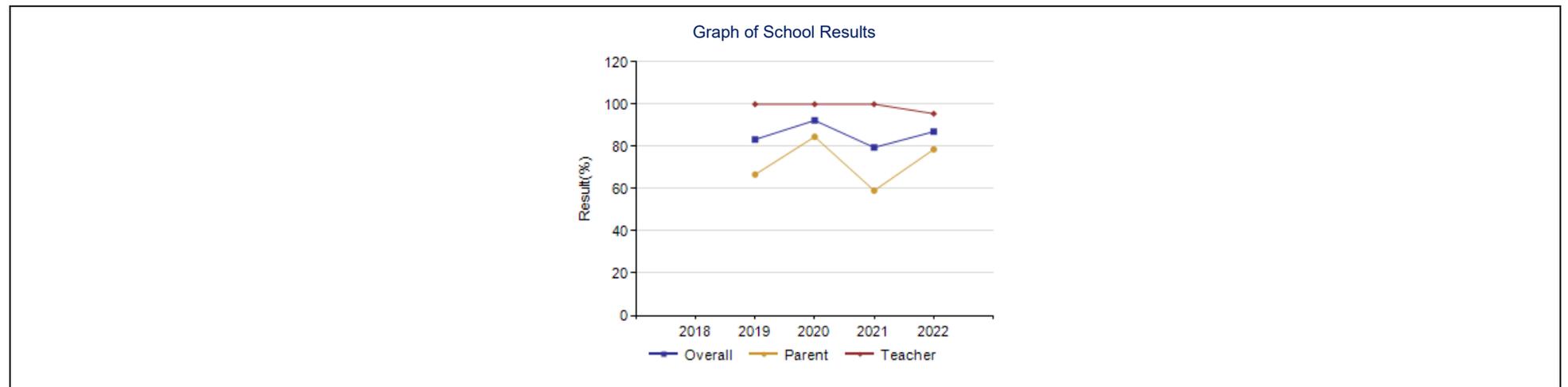
Notes:

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Work Preparation – Measure Details

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

	School										Authority										Province												
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022		2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%		
Overall	n/a	n/a	22	83.3	31	92.3	40	79.5	36	87.0	Very High	Maintained	Excellent	626	85.1	623	86.0	551	86.0	539	84.0	616	83.6	65,186	82.4	66,088	83.0	68,221	84.1	58,109	85.7	59,488	84.9
Parent	n/a	n/a	12	66.7	13	84.6	22	59.1	14	78.6	Very High	Maintained	Excellent	295	76.3	301	76.4	248	72.6	265	72.1	287	71.4	33,176	74.6	33,423	75.2	34,944	76.0	28,862	77.8	29,553	77.3
Teacher	n/a	n/a	10	100.0	18	100.0	18	100.0	22	95.5	High	Maintained	Good	331	94.0	322	95.7	303	99.3	274	96.0	329	95.7	32,010	90.3	32,665	90.8	33,277	92.2	29,247	93.7	29,935	92.5



- Notes:
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 2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

