



# Cardston High School

Three-year Education Plan 2020-2023

&

Annual Education Results Report

2020

Relentless Pursuit

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## Preamble to the 2020 AERR

Coming out the COVID situation of 2019-2020 has left many holes in the data available to Cardston High School. We have tried our best to assess the academic, social, emotional, and physical wellbeing of our school.

We have been delighted by some of the successes despite the restrictions placed on us due to COVID. Many of our students continued to work at high and rigorous levels - and perform well.

We of course have not been immune to the impact that isolation and distance learning has on students. Of particular concern have been our students that do not have consistent internet service in their homes. Compounding this reality is the added impact of busses not running for many of our First Nations students during 2019-2020.

Overall Cardston High School remains committed to the well-being and academic success of all our students. We are looking forward to returning to pre-COVID levels of attendance and performance.

## Accountability Statement

The 2021 Education Plan & AERR for Cardston High School, as of November 17th, 2021 for the three years commencing September 1, 2020 was prepared under the direction of the Westwind School Division in accordance with the responsibilities specified in the School Act, the Government Accountability Act, Alberta Education Policy 2.1.1 and the provincial government's accounting policies.

This Education Plan was developed in the context of the provincial government's business and fiscal plans. CHS is committed to achieving the results laid out in this Plan.

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Ken McMurray  
Principal

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Stephen Gibbings  
Vice Principal

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Cody Toone  
Vice Principal

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Cinda Spirig  
School Council Chair

Cardston High School Staff and Administration express appreciation to the Westwind School Division Board and Central Office for their leadership and support. We support the role of Westwind Central Office and the School Board in setting a clear vision and focus renewal. Their dedication and efforts are significant factors in the success of Cardston High School. We are also grateful to our School Council, all our parents, students, and the extended community. Thank you.

## Communication of the Plan

CHS Staff and CHS School Council have been invited to contribute to the development of the plan. Copies of the plan are distributed to all CHS staff and CHS School Council for discussion and feedback. Highlights are published in the local newspaper; and copies of the report are available at the Office as well as on the Website. CHS has always felt its Three Year Education Plan should be a living document that assists our school with achieving our goals and for continuous school improvement.

CHS supports the Westwind School Division –

## Division Vision, Mission, Theme, and Beliefs

### Division Vision Statement

Empowering the Human Potential of All Learners

### Division Mission Statement

Westwind School Division No. 74 enables partners to build a world class, lifelong learning community; one that ensures learners become responsible, caring, creative, self-reliant and contributing members of a democratic, knowledge-based and productive society.

### Principles and Beliefs

Westwind School Division No. 74 believes in principles for a quality learning system that is accessible, learner-centered, collaborative, accountable, responsive, innovative, fair, and equitable.

### Guiding Principles

Westwind School Division #74 believes:

- that the empowerment of potential is achieved through a cycle of continuous improvement.
- that ongoing assessment, analysis and reporting of results and follow through are essential components of the improvement cycle.
- the highest motivation comes from within, where personal passion and sense of purpose is a professional ideal.
- that collaborative engagement enhances individual growth and collective achievement.
- that an organization committed to transformation encourages and supports innovation and creativity.
- that effective problem solving requires honest, respectful communication, critical thinking, and a focus on solutions.

- that by strengthening the division as a whole, each individual school and community will also become greater, even though each school and each community has a desire to preserve community and school identity.

### Westwind Division Goals, Direction, Priorities and PD Plan Development

The five global priorities for all teachers in Westwind include:

1. Teacher Excellence in Instructional Strategies
2. Teacher Excellence in Formative Assessment Practices
3. Excellence in Instructional Leadership
4. Professional Learning Communities
5. High Quality Professional Development



## Cardston High School Philosophy

The ultimate aim of the Cardston High School is consistent with the goals of schooling and the goals of education as outlined by Alberta Education. That aim is to develop the abilities of individuals in order that they might fulfill their personal aspirations while making a positive contribution to society.

Maximum learning occurs when the efforts and expectations of the various agencies and the community affecting students complement each other. This can be most effective when roles are clearly defined and cooperation between the school, community, and various agencies is encouraged. We particularly encourage cooperation and communication between parents and teachers.

Students will best be able to develop the habits, skills, and attitudes required to respond to the opportunities and expectations in the world if they have learned to develop self-discipline, self-understanding, and a positive self-concept. In the process of education the school provides the instruction for a student to develop basic competencies, skills, and attitudes which respect to the worth of the individual, fair play, and fundamental rights while bearing in mind the need for an individual to accept responsibility for his/her own actions.

Our High School has the unique position of preparing a broad spectrum of young people. It must act for some as a final formal schooling while for others, offer a stepping-stone to post-secondary education. For this purpose, there needs to be a diversity of academic and vocational alternatives from which a student may, with guidance, have the freedom to choose.

In this preparation, the school should assist the other agencies in helping a student develop an appreciation for the role of the family in society, the ability to get along with people of varying backgrounds and beliefs, a commitment to the preservation and improvement of the environment, and a sense of responsibility which embraces respect for the law, authority, public and private property, and the rights of others.

The programs and activities of the school will be planned, taught, and evaluated according to this philosophy. By doing so, the student should achieve self-fulfillment in developing an understanding of the meaning, responsibilities and benefits of conscientious active citizenship.

## CHS Mission, Vision, and Instructional Focus

### Mission

The mission of the Cardston High School is to provide a challenging, rewarding, safe, caring, clean, and secure educational environment and experience where all learners:

- Feel safe and comfortable with their learning
- Develop desires for lifelong learning
- Act as responsible citizens
- Appreciate cultural diversity
- Build strong relationships with staff
- Enlarge their potential
- Take responsibility for their own learning

### Vision

Exceeding Expectations Through Excellence

### Learning Focus

Focus on Learning

- Assessment, RTI, High School Redesign

Collaboration

- School wide and Divisional collaboration for growth

Literacy

- Content literacy embedded in classrooms

Positive Relationships

- Character education initiatives, book studies, and activities

Exceeding Expectations

- Rigorous standards supported with time and instruction

## Action Steps

1. Incorporate research based strategies to facilitate growth on an ongoing basis. Areas of focus include, but are not limited to:
  - a. Assessment for Learning (Cooper, Davies, William)
  - b. Collaboration (DuFour)
  - c. Instructional Strategies (Hattie and Marzano)
  - d. Intervention (Mattos)
  - e. High School Redesign
2. Improve student achievement by collaboratively focusing on learning.
3. Improve school culture and climate by focusing on student/teacher and parent/teacher relationships.
4. Identify needs and be involved in a number of school wide service projects and special, significant service activities
5. Prepare students for the future by helping students become problem solvers and critical thinkers.
6. Focus on literacy throughout all disciplines



Westwind School Division #74 2020-21 Calendar

Public

Westwind School Division  
2021-2022

AUGUST							SEPTEMBER							OCTOBER							NOVEMBER						
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S
1	2	3	4	5	6	7			1	2	3	4						1	2		1	2	3	4	5	6	
8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	9	7	8	9	10	11	12	
15	16	17	18	19	20	21	12	13	14	15	16	17	18	10	11	12	13	14	15	16	14	15	16	17	18	19	
22	23	24	25	26	27	28	19	20	21	22	23	24	25	17	18	19	20	21	22	23	21	22	23	24	25	26	
29	30	31					26	27	28	29	30			24	25	26	27	28	29	30	28	29	30				
23 & 24 Divisional PD Days 25 - Staff Welcome Back PD Day 26&27 - School PD Days 30 - First Day Back for Students							6 - Labour Day (STAT) 30 - National Day for Truth and Reconciliation							31 1 - School Based PD 8 - Non Instructional Day 11 - Thanksgiving Day (STAT)							11 - Remembrance Day (STAT) 12 - Wellness Day 15 - Wellness Day						
DECEMBER							JANUARY							FEBRUARY							MARCH						
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S
			1	2	3	4							1			1	2	3	4	5			1	2	3	4	5
5	6	7	8	9	10	11	2	3	4	5	6	7	8	6	7	8	9	10	11	12	6	7	8	9	10	11	
12	13	14	15	16	17	18	9	10	11	12	13	14	15	13	14	15	16	17	18	19	13	14	15	16	17	18	
19	20	21	22	23	24	25	16	17	18	19	20	21	22	20	21	22	23	24	25	26	20	21	22	23	24	25	
26	27	28	29	30	31		23	24	25	26	27	28	29	27	28					27	28	29	30	31			
3 - Division Based PD Day 17 - Last Day before Christmas 25 - Christmas Day (STAT 27th) 26 - Boxing Day (STAT 28th)							30 31 1 - New Year's Day (STAT 3rd) 4 - School Resumes 28 - School Based PD Day 31 - Divisional PD Day							1 - Spring Semester Begins 21 - Family Day (STAT) 22-23 - Days in Lieu P/T Interviews 24-25 - Teacher's Convention							11 - Division PD Day 18 - Non Instructional Day						
APRIL							MAY							JUNE							Fall		Spring				
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	M	16	M	18			
					1	2	1	2	3	4	5	6	7			1	2	3	4	T	20	T	20				
3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11	W	20	W	19			
10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18	Th	18	Th	18			
17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25	F	15	F	15			
24	25	26	27	28	29	30	29	30	31					26	27	28	29	30		Total	89	Total	90				
15 - Good Friday (STAT) 18 - Easter Monday (STAT) 19-22 - Spring Break							16 - Gr 9 PAT ELA Pt A 18 - Gr 6 PAT ELA PAT 19 - School Based PD Day 20 - Non Instructional Day 23 - Victoria Day (STAT)							16-22 - PATs Gr 6 & 9 21-National Indigenous Peoples Day 22-Last Day ELEM, Jr High & EAs 28 - Last Day High School							Instructional Days		179				
																					PD Days		11				
																					Teachers Conv.		2				
																					In Lieu P/T Interviews		2				
																					Total Days		194				

## Enrollments

Total School Enrollment	
School Year	Enrollment (Grades 9-12)
2015-2016	460
2016-2017	450
2017-2018	453
2018-2019	418
2019-2020	421
2021-2022	459

Enrollment by Grade				
Grade	School Year			
	Sept 2017	Sept 2019	Sept 2020	Sept 2021
Grade 9	94	89	118	104
Grade 10	116	111	114	112
Grade 11	118	102	100	135
Grade 12	125	116	89	108
Total	453	418	421	459

First Nations, Metis, & Inuit Enrollment		
School Year (as of Sept. 30)	Number of Students	Percentage of Total School Enrollment
2015-2016	126	27%
2016-2017	110	24%
2017-2018	108	23%
2018-2019	97	23%
2019-2020	93	22%
2020-2021	82	19%
2021-2022	135	29%

Cardston High School Staff 2019-2020

Staff	Position
Barb Salmon	Learning Commons Coordinator
Barrett Swendsen	Band & Choral
Mark Low	Construction & Mechanics
Byron Pierson	Social Studies & PE
Laurie Spotted Bull	Blackfoot & Native Culture
Chris Fox	Family School Liaison Counsellor
Cody Toone	VP, Social Studies
Coralee Williams	Academic Advisor & English
Debbie Fletcher	Math
Garry Fox	Family School Liaison Counsellor
Kari Bettger	Art
James Heninger	English Language Arts
Tyler Vandusen	Chef & Food Services
Jason Janisko	Spanish & Art
Jeff Strang	Social Studies
Jen Ash	Educational Assistant
John Hardy	Physics & English
Josh Watson	Social Studies & English
Karalee Takahashi	Educational Assistant
Ken McMurray	Principal
Kevin Bevans	Head Custodian
Kylis Bevans	Educational Assistant
Laurie Russell	Home Ec
Lorena Phillips	Administrative Assistant
Brenden Kearl	PE
Michelle Murray	English Language Arts
Greg Salmon	Science, Outdoor Ed, Photography

Randy Janisko	Educational Assistant
Stephen Gibbings	VP & Science
Renne Quinton	Administrative Assistant
Rod Beazer	Math
Scott Quinton	Chemistry, Biology, & Math
Shannon Gibbings	Educational Assistant
Shelley Quinton	Student Support/English LA
Tanis Hardy	Educational Assistant
Todd Wolsey	Science
Heather Quesnelle	Special Programs

Cardston High School Student Council

Student Council Executive	
President	Emma Jaques
Vice President	Emma Schneider

## CHS School Council 2021-2022

CHS School Council is committed to continuing with the previous goals of increasing communication and visibility in the school. As a school, we are hopeful that moving forward we will see no additional school closure measures that might limit the number of volunteers coming into our school.

President	Cinda Spirig
Vice President	Deirdre Infanti
Secretary	Alita Pitcher
Student President	Emma Jaques
Principal	Ken McMurray
Staff Representative	Cody Toone



Goal #2: Strive to communicate effectively with education partners.	2019-2020	2020-2021	2021-2022
<p>Strategies:</p> <p>Encourage trustees to attend School Council meetings.</p> <p>Advise principal on issues of concern within the school community.</p> <p>Staff representatives to provide a synopsis of School Council meetings at staff meetings when necessary.[Previous years there have been meetings in the day; some adjustments may need to be made; discussion with parents about the move back to lunch</p> <p>Promote attendance by CHS School Council representative at Alberta School Councils' Association's annual conference and general meeting.</p> <p>Participate in meetings of Westwind School Division Council of School Councils.</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Adjusted &amp; Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	





## Combined 2020 Accountability Pillar Overall Summary

### Combined May 2020 Accountability Pillar Overall Summary

Measure Category	Measure	Cardston High 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
Safe and Caring Schools	Safe and Caring	85.9	88.0	87.6	89.4	89.0	89.2	High	Maintained	Good
Student Learning Opportunities	Program of Studies	78.5	81.8	80.1	82.4	82.2	82.0	High	Maintained	Good
	Education Quality	91.2	93.5	89.6	90.3	90.2	90.1	Very High	Maintained	Excellent
	Drop Out Rate	2.6	3.4	2.6	2.7	2.6	2.7	Very High	n/a	n/a
	High School Completion Rate (3 yr)	81.6	81.2	78.9	79.7	79.1	78.4	High	Maintained	Good
Student Learning Achievement (Grades K-9)	PAT: Acceptable	n/a	70.5	70.2	n/a	73.8	73.6	n/a	n/a	n/a
	PAT: Excellence	n/a	15.9	18.7	n/a	20.6	20.0	n/a	n/a	n/a
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	n/a	82.8	78.2	n/a	83.6	83.4	n/a	n/a	n/a
	Diploma: Excellence	n/a	19.5	16.0	n/a	24.0	23.5	n/a	n/a	n/a
	Diploma Exam Participation Rate (4+ Exams)	53.8	54.7	55.2	56.4	56.3	55.6	Intermediate	Maintained	Acceptable
	Rutherford Scholarship Eligibility Rate	72.1	73.4	69.7	66.6	64.8	63.5	High	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	54.3	58.7	50.6	60.1	59.0	58.5	Intermediate	Maintained	Acceptable
	Work Preparation	78.6	88.7	88.4	84.1	83.0	82.7	High	Declined	Acceptable
	Citizenship	77.3	83.6	79.4	83.3	82.9	83.2	Intermediate	Maintained	Acceptable
Parental Involvement	Parental Involvement	70.0	72.5	81.4	81.8	81.3	81.2	Very Low	Declined	Concern
Continuous Improvement	School Improvement	72.0	80.1	83.3	81.5	81.0	80.9	Intermediate	Declined Significantly	Issue

Notes:

#### Comments:

*Education Quality* is overall very high and something we are proud of. Parents surveyed often complement our teachers on the quality of instruction they provide their students. In most part this has to do with the strong relationships our teachers create with their students. Even in times of COVID, Cardston High School has sought to maintain a high degree of rigour and expectations. We feel like our parents appreciate this.

We are also very excited that our *Dropout Rate* continues to be very low. This speaks, again, to the types of relationships that are being built in our school. In particular, our counsellors do a fantastic job helping to identify and intervene with at risk students.

The decline in *Parental Involvement* is troubling, but we assume this is a result of COVID protocols that kept volunteers out of our school in 2020-2021.

## Diploma Examination Results Course By Course Summary With Measure Evaluation

As no diploma exams were given in 2020-2021, no data is available to evaluate.

### Diploma Examination Results – Measure Details

No diploma results available to evaluate.

### High School Completion Rate – Measure Details

High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10.															
	School					Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
3 Year Completion	75.5	77.1	78.4	81.2	81.6	80.9	79.6	77.6	83.1	81.0	76.5	78.0	78.0	79.1	79.7
4 Year Completion	78.0	80.5	81.8	82.6	84.2	84.4	83.6	83.5	83.1	85.8	81.0	81.2	82.6	82.7	83.5
5 Year Completion	80.8	80.3	81.4	83.5	84.1	83.9	86.2	84.5	84.8	84.3	82.1	83.2	83.4	84.8	84.9

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (\*).
2. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
3. 2016 results for 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

### Drop Out Rate – Measure Details

Data comparing drop out rates relative to the Province are not available, but our own anecdotal research shows that our graduation rates continue to be high.

## PAT Results Course By Course Summary By Enrolled With Measure Evaluation

As there were no PAT exams held in 2020, there is no data to evaluate.

In lieu of PAT data, the following table provides the most comparable data available.

Teacher Grade Results Course by Course Summary			
Course	Total Number of Students	Number of Students at an Acceptable Standard (50-79%)	Number of Students at an Excellent Standard (80-100%)
Language Arts 9 (S2)	74	38	23
Math 9 (S2)	78	27	35
Science 9 (S2)	75	27	29
Social 9 (S1)	75	28	32

### **Comment on Results**

*(an assessment of progress toward achieving the target)*

For those students that did not pass core subjects (an average of 20%) , programming adjustments have been made to accommodate for learning challenges. Attendance was also an issue for many of these students. Contributing to the amount of students failing core classes include: school closures, bus shutdowns, lack of internet at home, etc.

We feel that if we can get kids in the doors of the school, they are overwhelmingly successful.

### **Strategies**

- Stronger communication is a focus this year.
- Frequent grade level meetings.
- Refined use of CRM teams.

# Reference Tables

## Measure Evaluation Reference

### Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards which 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
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 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
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 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
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 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
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 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
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

**Notes:**

- 1) 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%.
- 2) 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

## Category Evaluation

The category evaluation is an average of the Overall Evaluation of the measures that make up the category. For the purpose of the calculation, consider an Overall Evaluation of Excellent to be 2, Good to be 1, Acceptable to be 0, Issue to be -1, and Concern to be -2. The simple average (mean) of these values rounded to the nearest integer produces the Category Evaluation value. This is converted back to a colour using the same scale above (e.g. 2=Excellent, 1=Good, 0=Intermediate, -1=Issue, -2=Concern)