

ANNUAL EDUCATION RESULTS REPORT



Medicine Hat Public School Division
601 1 Ave SW, Medicine Hat, AB
403.528.6700
mhpsd.ca

DIVISION MOTTO

WHERE KIDS COUNT!

Our mission is to provide an inclusive, progressive learning community through trust, courage and collaboration.

TO LEARN. TO GROW.

TO BUILD A BETTER
WORLD.



VISION AND MISSION	2
ACCOUNTABILITY STATEMENT	3
PROFILE OF THE SCHOOL AUTHORITY	4
ASSURANCE - GATHERING FEEDBACK TO SET PRIORITIES	5
THE BRIDGE TO ASSURANCE	6
MESSAGE FROM THE BOARD CHAIR & SUPERINTENDENT	7
GOAL 1: OPTIMAL LEARNING	8
GOAL 2: THINKING & ACTING INCLUSIVELY	14
GOAL 3: WELLNESS	18
GOAL 4: TRUTH & RECONCILIATION	22
FINANCIAL SUMMARY	25
CAPITAL PLANNING PROJECTS	26

ACCOUNTABILITY

ANNUAL EDUCATION RESULTS REPORT (AERR)

The Annual Education Results Report for Medicine Hat Public School Division for the 2022/2023 school year was prepared under the direction of the Board/Board of directors in accordance with the responsibilities under the Education Act and the Fiscal Planning 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 attributes they need to be successful and contributing members of society. This Annual Education Results Report for 2022/2023 was approved by the Board on November 29, 2023.

BOARD CHAIR: CATHERINE WILSON
SUPERINTENDENT: MARK DAVIDSON

[EXECUTIVE LEADERSHIP TEAM](#)
[BOARD OF TRUSTEES](#)



PROFILE OF THE SCHOOL AUTHORITY

MHPSD is located within the boundaries of the City of Medicine Hat in the southeast region of Alberta. Our schools serve the needs of students and families in our community. A community that, similar to other parts of our province, has a typical range of socio-economic status and an ever changing cultural diversity.

DEMOGRAPHIC DATA



Student Enrolment
ELP - gr. 12



First Nations, Métis, and Inuit
(FNMI) Student Population



English Language Learners (ELL)



Full Time Equivalent
Certified Teachers
32 Part Time Certified Teachers



Full Time Equivalent Support Staff
50 Part Time Support Staff



SCHOOLS

MHPSD students learn in 17 schools across our system

- ◆ Alexandra Middle School (7-9) (AMS)
- ◆ Crestwood School (K-6)
- ◆ Dr. Ken Sauer School (K-6)
- ◆ Dr. Roy Wilson Learning Centre (K-9) (WLC)
- ◆ École Crescent Heights Secondaire (CHHS) - dual track English and French Immersion (FI) (7-12)
- ◆ École Connaught School - French Immersion (K-6)
- ◆ Elm Street School (K-6)
- ◆ George Davison School (K-6)
- ◆ Herald School (K-6) & specialized programming
- ◆ Hub Virtual School (K-9)
- ◆ Medicine Hat High School (10-12) (MHHS)
- ◆ Medicine Hat Christian School (K-9) (MHCS)
- ◆ River Heights Elementary School (K-6)
- ◆ Ross Glen School (K-6)
- ◆ Southview Community School (K-6)
- ◆ Vincent Massey School (K-6)
- ◆ Webster Niblock School (K-6)

MHPSD offers several alternative programs that operate out of multiple sites in our community.

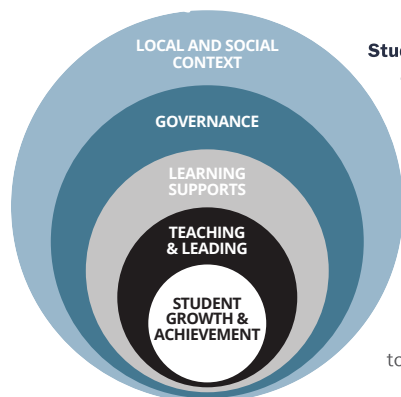
This includes:

- Pathways Program
- PAS Program
- Coulee Collegiate
- Y Parent Program

ASSURANCE - GATHERING FEEDBACK TO SET PRIORITIES

AB EDUCATION PROVINCIAL ASSURANCE DOMAINS

Assurance in the education system happens when community members, system stakeholders and education partners engage across five domains (described below). The key elements of each are embedded in our engagement processes and within our four universal goals.



Student Growth & Achievement: Students progress in their learning, relative to provincial learning outcomes and consistent with their needs, interests and aspirations.

Teaching & Leading: Teachers and leaders make decisions resulting in quality teaching, leading and optimum learning for all.

Learning Supports: The mobilization of resources and shared, system wide responsibility to ensure optimum learning for all students.

Governance: Policy leaders attend to local context; determine strategic direction; evaluate policy implementation; and manage fiscal resources to ensure learning supports, quality teaching and leading and optimum learning for all.

Local & Societal Context: The engagement practices of schools and communities in identifying and responding to the learning needs, interests, aspirations and diverse cultural, social and economic circumstances of students.

ENGAGEMENT

In 2022-2023 we facilitated holistic engagement processes as part of our four year planning cycle. Engaging with students, teachers, parents, school councils and the community, we sought feedback on our progress and future direction. This information was gathered in a number of ways:



LOCAL ASSURANCE SURVEY

was developed this year with questions directly connected to the success criteria listed in each goal. Students, parents, and staff were provided the opportunity to share their perspective on our system journey with Optimal Learning, Inclusion, Wellness, and Truth and Reconciliation.



TEACHER VOICE COMMITTEE

was a valuable method of collecting teacher feedback throughout the school year. The regularly scheduled meetings ensure timely feedback and enable us to answer questions and collaboratively develop solutions to the challenges encountered.



THE ALBERTA EDUCATION ASSURANCE SURVEY

was given to staff, students and parents with children in grades 4, 7, and 10 in Feb and Mar, 2023. Results are reported in our Nov Annual Education Results Report.



OURSCHOOL SURVEY

is an instrument that we have used since 2018. Information was gathered from students, parents and teachers on domains ranging from program planning to mental health status in April of 2023 and used to develop this plan. These results are also reported each November in the AERR.

SCHOOLS CREATED A VARIETY OF LOCAL MEASURES TO INFORM PLANNING AND GATHER FEEDBACK.



ASSURANCE - GATHERING FEEDBACK TO SET PRIORITIES

CONSULTATION TIMELINE

	OCT 2022	JAN 2023	MAR 2023	MAR 2023	APR 2023	APR 2023	MAY 2023
ENGAGEMENT	Teacher Voice Committee	Teacher Voice Committee	Local Assurance Survey	Alberta Education Assurance Survey	OurSchool Survey	Teacher Voice Committee	Cypress Planning
STAKEHOLDERS	Teacher Reps Executive Trustees	Teacher Reps Executive Trustees	837 parents 2167 students 235 teachers 85 EAs 54 support staff	Students (gr. 4, 7, 10) Parents All teaching staff	Students (gr. 4-12) Parents All teachers	Teacher Reps Executive Trustees	Administrators Executive Trustees

FEEDBACK AND OBSERVATIONS

	OPTIMAL LEARNING	THINKING & ACTING INCLUSIVELY
Local Assurance Survey (5 point scale)	MHPSD teachers continue to engage in professional learning connected to the Optimal Learning Environment (OLE). The following teacher and student local survey results reflect the positive impact on staff and student learning. For example, teacher confidence is high 4.1 with teacher clarity professional learning and students' responses indicate that teachers are sharing learning intentions 4.1	Regarding the availability of system resources, the teacher response was 4.1 , when considering supports such as the alternative learning team (ALT), optimal learning coaches (OLCs), and family school liaison workers (FSLWs). System support teams continue to collect teacher feedback, reflect on the information, and make adjustments to ensure their responsiveness to staff, student, and family needs.
OurSchool Survey	MHPSD teacher OurSchool responses are at their highest point in the past five years in the areas of learning culture (84%), data informed practice (85%), as well as challenging and visible goals (81%). Each of these drivers of learning contributes to the growth and capacity of staff for effective collaboration, therefore enhancing the OLE for students.	Students in gr. 4 - 6 (91%) and gr. 7 - 12 (93%) are reporting at the same level as the Canadian norm that they observe students with positive behaviour at school.
Alberta Education Assurance Survey	The provincial AEA measure, "education quality" aligns with local measures and supports the enhanced collective capacity with the OLE. In the most recent report, 89% of teachers, parents, and students were satisfied with the overall quality of basic education in our schools.	Examining further the notion of Access to Supports and Services, 92.2% of teachers, 83.4% of students, and 72.9% of parents agree that students have access to the appropriate supports and services at school. Teacher and student feedback responses reinforce the local survey data and looking forward, new strategies for increasing awareness of school and system supports will be beneficial.
	WELLNESS	TRUTH & RECONCILIATION
Local Assurance Survey (5 point scale)	The student response score to the question, "I am aware of the supports available to me for wellness and mental health" was 4.1. MHPSD continues to prioritize the development of healthy school communities and is adding to the existing continuum of support with new positions.	Staff responses indicate that Truth and Reconciliation is a priority in our schools (4.4). The First Nations, Métis, and Inuit (FNMI) team continue to work collaboratively with schools to ensure a variety of programs are available to further foundational knowledge.
OurSchool Survey	The number of students reporting positive relationships with other students has remained consistent. The gr. 7 - 12 (76%) student response is at the Canadian norm.	The percentage of students who self identify as First Nations, Métis, or Inuit, has increased steadily over the past five years. FNMI team members and MHPSD staff are committed to developing strong student and family relationships to achieve the goal of FNMI student success.
Alberta Education Assurance Survey	Parent, teacher, and student agreement to the statement 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 remains "high" at 87.2% . It is anticipated that the work done through the mental health grant in schools will promote the social emotional skills that assist interpersonal relationships and enhance well-being.	The percentage of FNMI students eligible for a Rutherford Scholarship has increased by 13.9% from 2018 (50%) to 2022 (63.9%). In addition, the dropout rate at 2.3% for our division's students is at 2.3% . This is a considerable improvement from 2018 when the dropout rate was at 6.1%

HOW OUR LOCAL CONTEXT IMPACTS ASSURANCE

ASSURANCE

Medicine Hat Public School Division implements the full assurance framework and develops a four year education plan each May followed by an Annual Education Results Report each November. The cadence of developing goal strategies, success criteria, and measures, followed by the analysis of evidence and stakeholder feedback, aligns with the cadence of the school year. The MHPSD 2022-2026 (Year 2) Education Plan can be read alongside this document for a comprehensive and interconnected view of the assurance process.

The assurance framework demonstrates the Board's commitment to determining stakeholder confidence level in the education system by developing clear goals, outcomes, and strategies. Assurance also provides the framework for MHPSD to continue to maintain close alignment with the direction, goals, and outcomes of the Ministry's Alberta Education Business Plan 2023-2026, with a strong focus on being responsive to the needs of the MHPSD schools.

The AERR is structured to allow stakeholders the opportunity to examine education plan priorities alongside the evidence we identified to measure progress toward achieving these priorities. As we continue utilizing assurance to inform our planning and report our progress, we will regularly check back in with our stakeholders to ensure we are on track. Processes will begin in January of 2024 that will inform our next plan and report.

MESSAGE FROM THE BOARD CHAIR & SUPERINTENDENT

The Board and Superintendent are proud of the work of the staff and students of Medicine Hat Public School Division this past school year and through the many years prior. Years of collective effort and commitment to meeting the needs of each of our students have produced improved outcomes for students and for our community. We are gratified by the commitment demonstrated by our staff and students to **learning, growing and building a better world...**



BOARD CHAIR: Catherine Wilson



SUPERINTENDENT: Mark Davidson



OPTIMAL LEARNING - Building Optimal Learning Environments for all learners, in all settings and communities, honouring rights to learn.

THINKING & ACTING INCLUSIVELY - Personal and academic development are best achieved when people's needs are addressed with respect, kindness, open-mindedness, cultural competence, humility and with empathy; seek to ensure all are a valued part of the school community.

WELLNESS - Supporting a healthy school community that creates/promotes a culture of wellness through focus on trusting relationships and efficacy for all.

TRUTH & RECONCILIATION - Developing knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences and contemporary contexts of Indigenous peoples.



GOAL 1

OPTIMAL LEARNING

GOAL 1: OPTIMAL LEARNING

ALBERTA EDUCATION

Outcome 1: Alberta's students are successful

Outcome 2: First Nations, Métis, and Inuit students in Alberta are successful

Outcome 3: Alberta has excellent teachers, school leaders, and school authority leaders

Outcome 4: Alberta's K-12 education system is well governed and managed

MHPSD

1. Students are literate and numerate.
2. Students acquire the attitudes, skills and knowledge to be successful.
3. Students know themselves as learners and engage in communication around their learning, growth and achievement.

STRATEGIES WE EMPLOYED

DIVISION STRATEGIES

- Continued focus on the development and implementation of OLEs has enhanced the student learning experience
- Numeracy and literacy teams share resources to build capacity and learning
- Curriculum PD days - Teacher clarity, conceptual understanding, SoR, mathematical proficiency
- Curriculum focused partner schools - admin
- New teacher orientation and mentorship days
- Literacy & numeracy and CRM frameworks

SCHOOL STRATEGIES:

- Teachers connected generative dialogue inquiry to elements of OLE
- Teachers utilized OLC support
- Embedded collaborative planning time, CTMs, PTMs and case conferences
- Data informed practice (ie. screening tools, diagnostics, progress monitoring)

IMPACTFUL INSTRUCTION & INTENTIONAL LEARNING DESIGN:

- Shared ideas/resources for best instructional practices and effective interventions
- Reviewed frameworks and foundational pieces
- Student needs were addressed through responsive instruction
- Professional development in backwards design, UbD and universal design for learning

ENGAGED LEARNING CULTURE AND LEVERAGING DIGITAL:

- Teachers were supported to establish routines and boundaries
- Developed school and classroom norms to promote positive cultures
- Positive relationships were emphasized
- Created balance between screen and non screen activities

QUALITY EVIDENCE OF LEARNING & LEVERAGING DIGITAL:

- Outcomes based learning/assessment/reporting were developed
- Quality written and verbal feedback
- Collected evidence of learning
- Learning communications through Edsby
- Professional learning through resources sharing and routine building



GOAL 1: OPTIMAL LEARNING

HOW WE PERFORMED - LOCAL MEASURES

*OurSchool Data not available for 2020

OurSchool Student Measures (100 point scale):		Cdn Norms	2019	2021	2022	2023
Students value schooling outcomes	gr. 4-6	95	93	92	88	89
	gr. 7-12	71	59	56	60	61
Students are interested and motivated	gr. 4-6	86	81	78	73	70
	gr. 7-12	40	36	37	36	33
Students feel challenged in ELA, math and science	gr. 4-6	40	39	37	33	38
	gr. 7-12	62	53	62	61	59
OurSchool Student Measures (10 point scale):						
Effective learning time	gr. 4-6	8.1	8.1	7.8	7.8	7.7
	gr. 7-12	6.9	7.0	7.0	6.8	7.1
Relevance	gr. 4-6	8.0	7.7	7.3	7.2	7.1
	gr. 7-12	6.0	5.9	5.8	5.8	5.9
Positive learning climate	gr. 4-6	7.4	6.6	6.5	6.5	6.3
	gr. 7-12	6.4	5.9	6.3	6.1	6.1
Expectations for success	gr. 4-6	8.6	8.6	8.2	8.2	8.1
	gr. 7-12	7.4	7.5	7.3	7.1	7.2
OurSchool Teacher Measures - Drivers of Learning (10 point scale):			2019	2021	2022	2023
Leadership			7.1	7.7	7.8	7.5
Learning culture			8.2	8.4	8.4	8.4
Data informs practice			8.3	8.4	8.4	8.5
Teaching strategies			8.2	8.4	8.4	8.4
Technology			6.9	8.0	7.8	7.8
Collaboration			8.1	8.1	8.3	8.2
Challenging and visible goals			7.7	8.1	8.1	8.1
Planned learning opportunities			8.0	8.3	8.3	8.3
Quality feedback			7.6	8.0	7.9	7.9
OurSchool Parent Measures (10 point scale):			2019	2021	2022	2023
Expectations for learning			7.4	7.5	7.7	7.5
Parents are informed			6.7	7.0	7.2	6.9
Parents support learning at home			7.1	6.9	7.2	7.4

GOAL 1: OPTIMAL LEARNING

Other Local Measures:

- Strategies to promote the collective capacity of staff with the OLE and teacher clarity
- Recognizing the need to support healthy, positive, and collaborative learning cultures
- Teacher voice committee feedback
- Deepen understanding of teacher quality standard (TQS), leadership quality standard (LQS) and supported learning quality standard (SLQS)
- Document the generative dialogue process
- Feedback from local engagement survey: 2000+ students; 300+ staff and 800+ families

School assurance plans contain strategies or goals that focus on:

1. The OLE in the following target areas:

- Teacher clarity
- Literacy and numeracy instruction
- Assessment and reporting
- Research based practices
- Cross curricular instruction

2. Develop collaborative processes foundational to positive and healthy learning cultures. Multiple schools have chosen to foster a culture of wellness through an Indigenous lens.



HOW WE PERFORMED - PROVINCIAL MEASURES

Provincial Measures (100 point scale): <i>*see appendix A for yr over yr</i>	2022 Prov	2022 MHPSD	2023 Prov	2023 MHPSD
Student learning outcomes in program of studies	82.9	83.1	82.9	83.6
Education quality	89.0	89.3	88.1	89.0
Drop out rate	2.3	3.0	2.5	3.0
5 yr high school completion	87.1	83.5	88.6	89.7
6 yr high school transition rates	60.3	47.8	59.7	44.9
Rutherford Scholarship eligibility	70.2	63.6	71.9	71.3
Students model the characteristics of active citizenship	81.4	77.5	80.3	77.2
Professional learning has contributed significantly to ongoing teacher growth	83.7	86.6	82.2	88.8
Overall teacher, parent, student satisfaction that schools have improved	74.2	74.4	75.2	77.0
Overall parent satisfaction with involvement in decisions about their child's education	78.8	77.1	79.1	78.1
PAT/DIP data in appendix B				

GOAL 1: OPTIMAL LEARNING

ADDRESSING LEARNING LOSS

Addressing learning loss is essential to our assessment practice, helping to identify the needs of students and put supports in place to enhance their learning.

	# of students	Avg months behind grade level (INITIAL)	"At Risk" Sept	"At Risk" June	Avg months behind grade level (FINAL)
Literacy Screening Assessment - English					
Gr. 1	204	63	54	24	12
Gr. 1	218	87	79	24	12
Gr. 2	191	88	69	24	12
Gr. 2	199	109	89	24	12
Gr. 3	136	77	60	24	12
Gr. 4	87	73	66	24	12
Literacy Screening Assessment - French Test de dépistage-Immersion					
Gr. 1	10	10	9	24	12
Gr. 1	20	20	17	24	12
Gr. 2	14	14	10	24	12
Gr. 2	16	16	12	24	12
Gr. 3	12	12	8	24	12
Gr. 4	9	9	6	24	12
Numeracy Screening Assessment - English					
Gr. 1	234	99	88	24	12
Gr. 2	223	101	93	24	12
Gr. 3	169	86	77	24	12
Gr. 4	45	45	37	24	12
Numeracy Screening - French Test de dépistage-Numératie					
Gr. 1	28	28	25	24	12
Gr. 2	14	9	8	24	12
Gr. 3	1	1	1	24	12
Gr. 4	7	7	7	24	12



GOAL 1: OPTIMAL LEARNING

ANALYSIS/COMMENTS

MHPSD staff continue to deepen their understanding, skills, and capacity to implement the OLE. Colleagues have the opportunity to engage with one another and access division resources on scheduled professional learning and curriculum days, work with administrators in the generative dialogue process, and explore instructional interests in various ways. This steady focus on the OLE components contributes to the consistency observed within the OurSchool results.

The ongoing development of leadership capacity in schools requires the collection of stakeholder feedback, established reflective processes, and monitoring implementation strategies. Examining multiple evidence sources through a triangulated approach, it is encouraging to observe indicators of inquiry focused and collaborative learning cultures. For instance, OurSchool teacher perceptions remain high concerning the drivers of learning, and parents' support of learning at home reported levels are the highest since 2018.

In 2023, there was a noted increase in gr. 4-6 students feeling challenged in ELA, Math, and Science, at a percentage close to the Canadian norm. Further, gr. 7-12 students report their highest perception, in the past five years, of the effective use of learning time. Provincial AEA data reflects a sustained and focused journey with the OLE. For instance, stakeholders

continue to report that the education quality in schools is at a "high" level, and we are excited to see that the five year high school completion rate has improved significantly to 89.7%.

Edsby remains a consistent communication platform, and each school has established unique ways to keep stakeholders informed. Variations in OurSchool parent feedback in this area help us to see that we need to continue to improve communication structures. In addition to digital communication tools, schools are creatively finding new ways to involve parents in activities.

The most recent MHPSD PAT "acceptable" and "excellence" results are below the Provincial measures. In comparison to the 21-22 results, the current authority results have improved (acceptable (+0.7) & excellence (+0.3)). Provincially, when comparing current and previous results, there is an observed regression in performance (acceptable (-1.0) & excellence (-1.7)).

MHPSD diploma exam analysis highlights showed improvement in the "acceptable" standard from 77.9% (2021-2022) to 81.6% in the most recent report. This result is also 1.3% above the provincial average. An increased percentage of students, at 15.8%, achieved the standard of "excellence" compared to the previous year at 15.6%.





GOAL 2

THINKING & ACTING INCLUSIVELY

GOAL 2: THINKING & ACTING INCLUSIVELY

ALBERTA EDUCATION

Outcome 1: Alberta's students are successful

Outcome 2: First Nations, Métis, and Inuit students in Alberta are successful

Outcome 3: Alberta has excellent teachers, school leaders, and school authority leaders

Outcome 4: Alberta's K-12 education system is well governed and managed

MHPSD

1. Staff and students feel valued, supported and a sense of belonging.
2. Comprehensive school health is achieved through policy, practice and partnerships.
3. Students are aware of the supports available to them and how to access them.
4. Staff and students understand that learning happens best when their physical and emotional needs are met.

STRATEGIES WE EMPLOYED

The strategies within our plan are designed to focus on developing and then actioning our mindset around thinking inclusively. This shift is intentionally designed to move away from thinking that "inclusion" is about programs to thinking about how we intentionally work to include everyone.

- MHPSD continues working toward a shared understanding of this goal
- Schools operate a visible and active model of collaborative response
- Collaborative response framework review occurred at the school level, with a focus on refining the continuum of supports
- Schools developed comprehensive school health plans and teams
- Classroom Support Teachers (CSTs) engaged in professional learning that focused on identified areas of inclusive support
- Professional learning provided to educational assistants, including added time to allow for enhanced collaboration with teachers
- Schools created opportunities for students to be involved through extra-curricular and co-curricular activities
- Ongoing work is being done by system leaders to develop cultural competencies
- Implemented school based strategies to promote understanding of diverse cultures
- Social Emotional Learning (SEL) committee built shared SEL language and understanding
- Para Bytes training for teachers and educational assistants
- 2SLGBTQ+ training for division staff with Alex Marshall



GOAL 2: THINKING & ACTING INCLUSIVELY

HOW WE PERFORMED - LOCAL MEASURES

*OurSchool Data not available for 2020

OurSchool Student Measures:		Cdn Norms	2019	2021	2022	2023
Students with positive behaviour at school (100 point scale)	gr. 4-6	91	91	90	88	91
	gr. 7-12	93	94	96	95	93
Bullying and exclusion (100 point scale)	gr. 4-6	28	28	30	32	30
	gr. 7-12	19	22	18	22	22
Advocacy at school (10 point scale)	gr. 4-6	6.4	6.6	6.6	6.7	6.6
	gr. 7-12	2.9	2.8	2.7	2.9	3
Positive teacher student relations (10 point scale)	gr. 4-6	8.3	8.2	8.0	8.1	7.9
	gr. 7-12	6.5	6.2	6.4	6.4	6.3

OurSchool Teacher Measures - Drivers of Learning (10 point scale):		2019	2021	2022	2023
Expectations for positive behaviour		8.3	8.4	9.3	9.4
Inclusive school		8.5	8.5	8.7	8.6
Parent involvement		7.7	7.7	7.6	7.7
Overcoming obstacles to learning		8.1	8.3	8.4	8.3

OurSchool Parent Measures (10 point scale):		2019	2021	2022	2023
Expectations for positive behaviour (10 point scale)		7.4	7.5	7.4	7.2
Inclusion (10 point scale)		6.9	6.9	7.2	7
Bullying (100 point scale)		17	14	11	15
Exclusion (100 point scale)		27	23	25	27

Other Local Measures:	
- School collaborative response plans and continuum of supports - Document CTMs, PTMs, and case conferences - Monitor student attendance rates and implement attendance support systems	School plans, documents, and evidence sources are maintained at the school level as part of other local measures. Annually, schools complete collaborative response year plans and professional learning plans.

GOAL 2: THINKING & ACTING INCLUSIVELY

HOW WE PERFORMED - PROVINCIAL MEASURES

Provincial Measures (100 point scale):	2022 Prov	2022 MHPSD	2023 Prov	2023 MHPSD
Overall teacher, parent, student satisfaction that schools have improved	74.2	74.4	75.2	77.0
Overall parent satisfaction with involvement in decisions about their child's education	78.8	77.1	79.1	78.1
Increase in safe and caring and parental involvement indicators	88.8	88.6	87.5	87.2
Increase in inclusive education indicators of student inclusion and supported families	72.6	76.0	72.9	77.6

ANALYSIS/COMMENTS

The OurSchool Survey results align with positive trends highlighted within the Alberta Education Assurance (AEA) provincial measures. In 2023, MHPSD results were comparable to or above the listed provincial percentages. The data suggests a strong parent involvement in the decision making process, and stakeholders are more satisfied with their school experience than previously. The three year AEA data overview points to enhanced system effectiveness in planning for the inclusion of all students.

Students continue to observe a high degree of positive behavior amongst their peers, with a notable increase in this measure at the gr. 4-6 level. Further, the extent of perceived bullying and exclusion decreased at the same grade levels from 2022 to 2023. Overall, student, teacher, and parent feedback is relatively consistent in this goal area, and the [2022-2026 Education Plan](#) strategies remain focused on developing positive and caring learning cultures. This includes promoting social emotional skills and knowledge, student centered learning, and ensuring robust mental health supports are available to meet diverse learner needs.





GOAL 3 WELLNESS

GOAL 3: WELLNESS

ALBERTA EDUCATION

Outcome 1: Alberta's students are successful

Outcome 2: First Nations, Métis, and Inuit students in Alberta are successful

Outcome 3: Alberta has excellent teachers, school leaders, and school authority leaders

Outcome 4: Alberta's K-12 system is well governed and managed

MHPSD

1. MHPSD is well governed and managed.
2. MHPSD has excellent teachers, school leaders and school authority leaders.
3. Teachers and leaders are accountable to a standard of professional conduct and professional practice supported through collaborative engagement alongside growth, supervision and evaluation.

STRATEGIES WE EMPLOYED

- Emphasis on system planning alignment
- Division wellness team provided wellness opportunities for staff (flu clinic, bowling tournament, community based partnerships)
- Comprehensive school health plans were developed and shared
- Culture of Wellness Framework implemented at each site
- Professional learning for administrators to support wellness conversations
- Maintained and enhanced CYC and FSLW support in schools
- 6 to 6 guidelines for communication remain in place
- Generative dialogue utilized to facilitate communication with admin and staff
- School wellness teams provided opportunities for staff and students
- Schools promoted co-curricular and extra-curricular connections
- Social Emotional Learning (SEL) committee aligned the health and wellness curriculum outcomes with resources and instructional strategies
- Continuum of student supports are robust and we are working to increase parent and caregiver awareness
- Focus on communication strategies to enhance parent/school relationships
- Offer choices for staff to build their understanding of wellness and empower them to seek out professional learning opportunities
- Partnership with Our Collective Journey through the Mental Health Grant project
- Hour Zero emergency response program – ongoing training and understanding of the program



GOAL 3: WELLNESS

HOW WE PERFORMED - LOCAL MEASURES

*OurSchool Data not available for 2020

OurSchool Student Measures (100 point scale):		Cdn Norms	2019	2021	2022	2023
Students with a positive sense of belonging	gr. 4-6	79	69	71	64	63
	gr. 7-12	66	56	57	54	56
Students with positive relationships	gr. 4-6	84	82	79	79	79
	gr. 7-12	76	79	76	74	76
Students with moderate or high levels of anxiety	gr. 4-6	22	27	31	34	36
	gr. 7-12	26	34	35	38	39
OurSchool Parent Measures:			2019	2021	2022	2023
Parent participation (100 point scale)			85	90	86	
Parent attended meetings (100 point scale)			92	70	81	92
Parent talked with a teacher (100 point scale)			91	90	91	94
Parents feel welcome (10 point scale)			7.5	7.5	7.7	7.6
Safety at school (10 point scale)			7.4	7.6	7.8	7.4
Other Local Measures:						
- Critical response; VTRA, risk assessment - Suspension and attendance rates - FSLW referrals - Project Reporting: - Integrated School Support Program (ISSP) reporting (George Davison School) - Apple School Reporting (Ross Glen and Vincent Massey School) - Mental Health Grant			The local measures are tracked internally and used to make decisions about supports for staff and students. MHPSD also reports specific measures as part of collaborative partnerships with The Calgary Police Youth Foundation, Apple Schools, and the Mental Health tri-division project.			

HOW WE PERFORMED - PROVINCIAL MEASURES

Provincial Measures (100 point scale):	2022 Prov	2022 MHPSD	2023 Prov	2023 MHPSD
Increase in safe & caring and parental involvement indicators	88.8	88.6	87.5	87.2
Increase in inclusive education indicators of student inclusion and supported families	72.6	76.0	72.9	77.6

GOAL 3: WELLNESS

ANALYSIS/COMMENTS

Student and staff wellness remains a planning priority at the school and division levels. Historically, MHPSD students have reported moderate or high levels of anxiety at rates higher than the OurSchool provided Canadian norms. This continues to be the trend, and the current education plan addresses student wellness needs through mental health grant initiatives, family school liaison worker (FSLW) supports, and the purposeful development of active comprehensive school health teams in each of our schools. Students have access to FSLWs, success coaches, First Nations, Métis, and Inuit support workers, and a cultural liaison worker.

New curriculum implementation is a recognized pressure on many Alberta teachers, and MHPSD is working to support our staff with timely professional learning and sharing internal expertise. In addition, classroom support teachers (CSTs) and the alternative learning team serve as resources to teachers to support a range of academic, socio emotional, and behavioral needs. In collaboration with the division's health and wellness manager, there is a focus on ensuring staff awareness of the wellness resources available to them and how they are accessed.





GOAL 4 TRUTH & RECONCILIATION

GOAL 4: TRUTH & RECONCILIATION

ALBERTA EDUCATION

Outcome 1: Alberta's students are successful

Outcome 2: First Nations, Métis, and Inuit students in Alberta are successful

Outcome 3: Alberta has excellent teachers, school leaders, and school authority leaders

Outcome 4: Alberta's K-12 education system is well governed and managed

MHPSD

1. First Nations, Métis and Inuit (FNMI) students are successful.
2. Reconciliation is advanced through staff and students acquisition and application of foundational knowledge.
3. Teachers and leaders demonstrate an understanding of indigenous perspectives and support success and wellbeing.

STRATEGIES WE EMPLOYED

- Strategic 3 year plan is utilized to guide the work of the FNMI team
- MHPSD staff and students pursue the development of a personal land acknowledgment
- Additional resources and program offerings are developed to build foundational knowledge for students, teachers and leaders
- Classroom libraries are expanding to include additional FNMI content
- September 30 activities and Kiskihkeyimowin: Sharing Good Teachings provided enhanced hands on opportunities and experiences
- Elder connections strengthened
- Professional learning for staff connected to the Calls to Action
- Exploring opportunities for courses in Aboriginal studies
- As part of our practice we are mindful of the notion, "nothing about us without us"
- Professional Learning for FNMI including College of Alberta School Superintendents gathering

HOW WE PERFORMED - LOCAL MEASURES

*OurSchool Data not available for 2020

OurSchool Student Measures (100 point scale):		2019	2021	2022	2023
Student self identification (OurSchool)	gr. 4-6	13%	14%	14%	14%
	gr. 7-12	12%	12%	13%	13%
Self identification by registration	All Grades	5.4%	6.2%	6.9%	8.4%
First Nations, Métis and Inuit student attendance	All Grades	92%	85%	84%	80%



GOAL 4: TRUTH & RECONCILIATION

Other Local Measures:

- Families engaged in school meetings, events, and cultural celebrations
- Kiskihkeyimowin participant feedback
- Increased academic success for FNMI Students
- Impact through stories, videos, pictures, and other digital anecdotes
- Expanding community partnerships
- Increase in classroom presentations and professional learning sessions
- FNMI guest speaker series at schools

In May 2023, a week long event, Kiskihkeyimowin: Sharing Good Teachings took place, celebrating Indigenous culture, history, and traditions. Elders, Knowledge Keepers, and representatives from multiple agencies shared expertise and talents with gr. 4 & 10 students, staff, and families. At the event, Jason Chamakese (from the Plains Cree Nation) provided multiple presentations. In Fall 2022, Jed Roberts (Métis heritage), CFL player and Grey Cup Champion shared his story with students.

HOW WE PERFORMED - PROVINCIAL MEASURES

Provincial Measures (100 point scale):	2021 Prov	2021 MHPSD	2023 Prov	2023 MHPSD
Decreased drop-out rate of FNMI students	4.9	6.0	5.1	2.3
5 yr high school completion	68.0	60.1	71.3	77.1
6 yr high school transition rates	37.7	37.5	35.5	25.0
Increase % of gr. 12 FNMI students eligible for a Rutherford Scholarship	41.1	54.8	43.9	63.9
Increase % of FNMI students writing four or more diploma exams	NA	NA	1.3	5.6

ANALYSIS/COMMENTS

The majority of MHPSD provincial data measures increased in 2023 and demonstrate positive steps toward our goal of Truth and Reconciliation through FNMI student success. MHPSD FNMI dropout rate of 2.3% is an improved result and is considered a “very high” achievement measure. The 5 year high school completion rate has also improved, as has the percentage of gr. 12 students eligible for a rutherford scholarship. The measure requiring future attention is the 6 year high school to post secondary transition rate.

The FNMI coordinator and support workers collaborate with school teams, teachers, staff, and families to promote foundational knowledge and support the over 500 self identified students. Working closely with various community

agencies and strengthening our relationship with Elders and Knowledge Keepers led to a special event called Kiskihkeyimowin or “Sharing Good Teachings”. Overall, community and participant feedback about the five day event was positive and reflected a memorable, hands on student learning experience.

During the past school year, MHPSD teachers and administrators completed the “4 Seasons of Reconciliation” course through the First Nations University of Canada. The training enhances the growing capacity fostered by the FNMI team presentations, interventions, and family support. There is evidence in our schools of an FNMI presence and a commitment to Truth and Reconciliation throughout the school year.

FINANCIAL SUMMARY

SUMMARY OF FINANCIAL INFORMATION

REVENUES	2022-2023 Budgeted	2022-2023 Actual
Grant Funding		
Operations	\$82,508,600	\$84,400,163
Debt Servicing (Supported)	\$3,445,400	3,541,419
<i>Subtotal Grants</i>	\$85,954,000	87,941,582
Local Revenues	\$4,948,800	7,602,075
Total Revenues	\$90,902,800	\$95,543,657

- [Medicine Hat Public School Division Financial Management And Business](#)
- [Practices: Section 400 Policy 400](#)
- [Audited Financial Statements: For The Year Ended August 31, 2021](#)
- [2022-2023 Budget](#)
- [SGF fund information \(page 31\)](#)
- [Audited Financial Statements - Provincial Rollup](#)

EXPENDITURE VARIANCE ANALYSIS	2022-2023 Budgeted	2022-2023 Actual	Variance \$	Variance %
Instructional Block	\$73,124,600	\$76,009,385	2,855,285	3.95%
Support Block				
Plant Operations & Maintenance	11,540,200	12,162,448	622,248	5.39%
Transportation	2,605,600	2,607,022	1,422	0.05%
Board Governance & Administration	2,809,100	3,008,091	198,991	7.08%
External Services	897,300	780,391	(116,909)	-13.03%
<i>Total Support Block</i>	17,852,200	18,557,952	705,752	3.95%
Total Expenditures	\$90,976,800	\$94,567,837	\$3,591,037	3.95%

EXPENDITURE VARIANCE ANALYSIS	2022-2023 Budgeted	2022-2023 Actual	Variance \$	Variance %
Salaries	55,503,900	56,287,461	783,561	1.41%
Employee Benefits	15,021,900	14,417,253	604,647	-4.03%
<i>Subtotal Salaries & Benefits</i>	70,525,800	70,704,714	178,914	0.25%
Purchased Services, Supplies & Contracts	15,816,700	19,142,199	3,325,499	21.03%**
Debt Servicing (Amortization and Interest)	4,634,300	4,720,924	86,624	1.87%
Total Expenditures	\$90,976,800	\$94,567,837	\$3,591,037	3.95%

** Variance Explanation: Building utility costs, COVID PPE, bus fuel prices, cyber security

For more information contact Secretary Treasurer, Jerry Labossiere 403.528.6700. Complete audited financial statements, including notes and schedules, for the year ended August 31, 2023 and detailed information on school generated funds are available on the [MHPSD website](#).

COMPLIANCE

• [Policy 534: Whistleblower Protection](#)

Disclosures are reported in this annual report for MHPSD relating to the Whistle Blower Protection Act

Number of Inquiries: 0

Number of Complaints: 0

CAPITAL PLANNING PROJECTS

THREE YEAR CAPITAL PLAN 2023 - 2026

PROJECT	CATEGORY	COST
2024-2025		
Hamptons Elementary	NEW	\$15,145,000
2025-2026		
Connaught School Modernization & Addition	MODERNIZATION	\$21,295,000
2026-2027		
Alexandra Middle School Modernization & Addition	MODERNIZATION	\$20,327,000
Total 3 Years		\$56,767,000

A copy of the Long Range Facility Master Plan is available for print at the MHPSD office located at: 601 1st Avenue SW, Medicine Hat, Alberta, T1A 4Y7, phone 403.528.6700 fax 403.529.5339 or electronically at [MHPSD.ca](https://www.mhpsd.ca).

- [Three Year Capital Plan 2023-2026](#)
- [Facility Master Plan](#)





To learn. To grow.
To build a better world.



Medicine Hat Public School Division
STUDENT SERVICES DEPARTMENT
601 1 Ave SW, Medicine Hat, AB, T1A 4Y7
403.528.6700
mhpsd.ca

DRAFT

APPENDIX A

ALBERTA EDUCATION ASSURANCE SURVEY SUMMARIES

ALBERTA ASSURANCE SURVEY SUMMARIES

BACKGROUND

The Alberta Education assurance survey replaced the accountability pillar surveys in 2021. Many of the measures overlap with the previous survey and some measures were new (indicated in the summaries). Surveys were administered to: students in grades four, seven and ten; students in grades four through nine (small schools);

parents of students in grades four, seven and ten; all teachers; some schools chose to over sample.

Each year, these results are used by schools and the school division to develop our assurance plans and school goals found on each school's website.

SCHOOL DIVISION SURVEY RESPONSE RATES

	2019	2020	2021	2022	2023
Location	N	N	N	N	N
STUDENTS	2,291	2,334	1,597	3,245	2,815
PARENTS	392	353	236	339	259
TEACHERS	378	347	319	331	336

- These are approximate numbers as not every parent, student or teacher answers every question.

- Academically derived measures are also provided on our school webpage.

PROVINCIAL SURVEY RESPONSE RATES

	2019	2020	2021	2022	2023
Location	N	N	N	N	N
STUDENTS	196,856	193,364	169,813	187,102	193,029
PARENTS	35,247	36,899	30,969	31,694	31,862
TEACHERS	33,279	33,941	30,205	30,944	32,323

SPRING 2022 REQUIRED ALBERTA EDUCATION ASSURANCE MEASURES - OVERALL SUMMARY

Assurance Domain	Measure	Medicine Hat Public School Division			Alberta			Measure Evaluation		
		Current Result	Previous Year Result	Previous 3yr Avg	Current Result	Previous Year Result	Previous 3yr Avg	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	84.7	84.4	84.4	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	77.2	77.5	78.8	80.3	81.4	82.3	Intermediate	Declined	Issue
	3-year High School Completion	80.4	81.4	80.6	80.7	83.2	82.3	Intermediate	Maintained	Acceptable
	5-year High School Completion	89.7	83.5	82.5	88.6	87.1	86.2	High	Improved Significantly	Good
	PAT: Acceptable	n/a	61.5	n/a	n/a	67.3	n/a	n/a	n/a	n/a
	PAT: Excellence	n/a	12.8	n/a	n/a	18.0	n/a	n/a	n/a	n/a
	Diploma: Acceptable	n/a	77.9	n/a	n/a	75.2	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	15.6	n/a	n/a	18.2	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	89.0	89.3	89.9	88.1	89.0	89.7	High	Declined	Acceptable
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	83.3	84.4	84.4	84.7	86.1	86.1	n/a	Declined	n/a
	Access to Supports and Services	82.8	83.7	83.7	80.6	81.6	81.6	n/a	Declined	n/a
Governance	Parental Involvement	78.1	77.1	79.2	79.1	78.8	80.3	Intermediate	Maintained	Acceptable

Commentary and Analysis: We reflect on the Overall Summary Chart with an extended period of in-person learning. For instance, the improvement in parental involvement results may partially be attributed to the increased opportunity for parent(s)/guardian(s) to return to previous roles. Examining the AEA required measures, there is typically either an increase or decrease from the previous year's results within one percentage point. An outlier to this observation is the 5-year High School Completion measure, which has improved significantly. Continued growth in this area is a celebration for our schools. The Citizenship measure has declined and will be explored further in the report.

DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

A.6 Citizenship Measure History: Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	Authority										Province												
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	3064	77.4	3041	80.0	2154	77.9	3921	77.5	3,412	77.2	Intermediate	Declined	Issue	265614	82.9	264413	83.3	230843	83.2	249770	81.4	257,231	80.3
Parent	392	71.7	353	78.1	236	71.7	340	74.7	260	71.2	Intermediate	Declined	Issue	35247	81.9	36891	82.4	30905	81.4	31689	80.4	31,869	79.4
Student	2294	71.6	2341	71.2	1599	70.3	3250	67.4	2,816	68.3	High	Maintained	Good	197090	73.5	193577	73.8	169741	74.1	187120	72.1	193,015	71.3
Teacher	378	88.9	347	90.7	319	91.8	331	90.5	336	92.2	High	Maintained	Good	33277	93.2	33945	93.6	30197	94.1	30961	91.7	32,347	90.3

Commentary and Analysis: A deeper examination of the citizenship measure highlights an improved student result from the previous year; still, we identify declines in our parent and overall results. Parents with students in grades 10 -12 reported the lowest overall result at 59.1%, while the students' results were 66.3% (Grades 10 -12). Continued strategies for effective communication with our families remain a system priority. We also anticipate positive outcomes from the new learning opportunities and partnerships made possible through the Mental Health Project Grant.

[PAT & Diploma Results](#) (These Exams Were Not Written In The Past Two Years. This Links to historical exam data.)

DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

Student Learning Engagement: Percentage of teachers, parents and students who agree that students are engaged in their learning at school.

	Authority													Province											
	2019		2020		2021		2022		2023					Measure Evaluation			2019		2020		2021		2022		2023
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%		
Overall	n/a	n/a	n/a	n/a	2152	85.1	3915	84.4	3,410	84.7	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	230956	85.6	249740	85.1	257,214	84.4		
Parent	n/a	n/a	n/a	n/a	236	89.3	339	88.9	259	86.9	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	30994	89.0	31694	88.7	31,862	87.3		
Student	n/a	n/a	n/a	n/a	1597	69.0	3245	67.7	2,815	69.4	n/a	Improved	n/a	n/a	n/a	n/a	n/a	169789	71.8	187102	71.3	193,029	70.9		
Teacher	n/a	n/a	n/a	n/a	319	96.8	331	96.7	336	97.8	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	30173	96.0	30944	95.5	32,323	95.1		

Commentary and Analysis: : This is the third year of the Student Learning Engagement measure, and the student authority result in 2023 is the highest thus far. The observed growth suggests the system’s work in areas such as impactful instruction, quality evidence of learning, and engaged learning culture had a positive impact. The Education Plan remains focused on the development of Optimal Learning Environments.

High School Completion Rates: How many students complete high school within 3, 4 or 5 years of entering grade 10.

	Authority										Province												
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
3 year completion	493	73.3	493	76.5	533	84.0	585	81.4	566	80.4	Intermediate	Maintained	Acceptable	44978	79.7	45354	80.3	46245	83.4	47675	83.2	48,340	80.7
4 year completion	532	78.4	492	79.5	495	81.4	339	88.9	585	85.5	Intermediate	Improved	Good	44994	83.3	44980	84.0	45351	85.0	46242	87.1	47,660	86.5
5 year completion	537	80.5	531	81.6	491	82.4	496	83.5	531	89.7	High	Improved Significantly	Good	44842	85.2	44988	85.3	44972	86.2	45344	87.1	46,238	88.6

Commentary and Analysis: The 5 Year Completion rate has steadily increased from 2018 to 2022. Our high schools continue to implement new ways of monitoring student progress, offer flexible graduation pathways, and seek to offer new programs and student supports.

DOMAIN: TEACHING AND LEARNING

Education Quality: Percentage of teachers, parents and students satisfied with overall quality of basic education.

	Authority										Province												
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	3066	89.0	3043	90.5	2152	89.8	3918	89.3	3,413	89.0	High	Declined	Acceptable	265841	90.2	264623	90.3	230814	89.6	249532	89.0	257,584	88.1
Parent	392	83.3	353	87.1	236	87.7	340	87.0	260	84.2	High	Declined	Acceptable	35262	86.4	36907	86.7	31024	86.7	31728	86.1	31,890	84.4
Student	2296	88.7	2343	88.7	1596	85.6	3247	84.3	2,817	85.8	Intermediate	Maintained	Acceptable	197282	88.1	193763	87.8	169589	86.3	186834	85.9	193,343	85.7
Teacher	378	94.8	347	95.8	320	96.1	331	96.7	336	97.0	High	Maintained	Good	33297	96.1	33953	96.4	30201	95.7	30970	95.0	32,351	94.4

Commentary and Analysis: The teacher results for 2023 at 97% reflect continued growth from 2019 and are indicative of a shared belief in the collective capacity of staff to provide quality instruction. Looking forward to varied and new programming options, such as STEM, The Arts, Socio-Emotional, and Community School focuses, we envision meaningful opportunities to promote student learning connections with real-world benefits. We strive to ensure all students find their purpose, are satisfied with their school experience, and persevere through the individualized challenges they encounter.

DOMAIN: LEARNING SUPPORTS

Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE): Percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

	Authority													Province											
	2019		2020		2021		2022		2023					Measure Evaluation			2019		2020		2021		2022		2023
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%		
Overall	n/a	n/a	n/a	n/a	2154	85.5	3,923	84.4	3,414	83.3	n/a	Declined	n/a	n/a	n/a	n/a	n/a	231091	87.8	249,941	86.1	257,391	84.7		
Parent	n/a	n/a	n/a	n/a	236	83.9	340	85.5	260	81.2	n/a	Declined	n/a	n/a	n/a	n/a	n/a	30980	88.2	31,715	86.9	31,885	85.6		
Student	n/a	n/a	n/a	n/a	1599	77.6	3,252	74.3	2,818	75.6	n/a	Improved	n/a	n/a	n/a	n/a	n/a	169900	79.8	187,258	77.7	193,156	76.6		
Teacher	n/a	n/a	n/a	n/a	319	95.0	331	93.4	336	93.2	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	30211	95.3	30,968	93.6	32,350	92.0		

Commentary and Analysis: The overall WCRSLE result regressed slightly from the previous year; however, the student response improved by 1.3%. We are encouraged to discover that all student age groupings have reported a more positive response to this measure than in 2022. The Education Plan strategies to achieve the Universal Goals of Wellness, Truth and Reconciliation, and Inclusion remain a priority and support achievement in this area for both adults and students.

Access to Supports and Services Measure History: Percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

	Authority										Province													
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023		
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%	
Overall	n/a	n/a	n/a	n/a	2150	82.4	3,922	83.7	3,410	82.8	n/a	Declined	n/a	n/a	n/a	n/a	n/a	230,761	82.6	249,570	81.6	256,994	80.6	
Parent	n/a	n/a	n/a	n/a	236	76.4	340	79.8	260	72.9	n/a	Declined Significantly	n/a	n/a	n/a	n/a	n/a	30,936	78.9	31,684	77.4	31,847	75.7	
Student	n/a	n/a	n/a	n/a	1595	81.5	3,251	80.1	2,814	83.4	n/a	Improved Significantly	n/a	n/a	n/a	n/a	n/a	169,631	80.2	186,935	80.1	192,805	79.9	
Teacher	n/a	n/a	n/a	n/a	319	89.3	331	91.3	336	92.2	n/a	Maintained	n/a	n/a	n/a	n/a	n/a	30,194	88.7	30,951	87.3	32,342	86.2	

Commentary and Analysis: Foundational to the improved student and teacher results are the timely and effective support systems established in our schools. This includes a continued commitment to mental health, instruction, and learning support. MHPSD seeks to build strong connections with families and assist them in navigating and accessing school and community resources. The decline in parent results from last year can be addressed through planning and communication to increase family awareness of each school's continuum of supports.

DOMAIN: GOVERNANCE

C.1 Parental Involvement Measure History: Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	Authority										Province												
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	768	78.6	698	81.3	554	77.9	668	77.1	595	78.1	Intermediate	Maintained	Acceptable	68116	81.3	70377	81.8	60919	79.5	62,412	78.8	63,935	79.1
Parent	390	68.6	351	72.4	235	69.8	339	69.0	259	68.7	High	Maintained	Good	34944	73.6	36556	73.9	30886	72.2	31,598	72.3	31,720	72.5
Teacher	378	88.7	347	90.2	319	86.0	329	85.2	336	87.5	Intermediate	Maintained	Acceptable	33172	89.0	33821	89.6	30033	86.8	30,814	85.2	32,215	85.7

Commentary and Analysis: Overall, this measure highlights a pattern of acceptable and consistent achievement. A deeper examination reveals that further consideration to understand the parental experience with children in grades 7 – 9 would be valuable. The upcoming school year provides another opportunity to plan for in-person learning and parent/guardian involvement in decisions, educational programming, and the student learning experience.

SUPPLEMENTAL AEAMs

	Medicine Hat Public School Division			Alberta			Measure Evaluation		
	Current Result	Previous Year Result	Previous 3yr Avg	Current Result	Previous Year Result	Previous 3yr Avg	Achievement	Improvement	Overall
Diploma Exam Participation Rate (4+ exams)	11.2	n/a	45.8	3.5	n/a	56.6	n/a	n/a	n/a
Drop Out Rate	3.0	3.0	3.4	2.5	2.3	2.5	High	Maintained	Good
In Service Jurisdiction Needs	88.8	86.6	85.7	82.2	83.7	84.3	High	Improved	Good
Lifelong Learning	78.4	80.0	74.9	80.4	81.0	76.8	High	Improved	Good
Program of Studies	83.6	83.1	84.4	82.9	82.9	82.6	Very High	Maintained	Excellent
Program of Studies - At Risk Students	83.3	83.7	84.3	81.2	81.9	83.4	Intermediate	Declined	Issue
Rutherford Scholarship Eligibility Rate	71.3	63.6	62.8	71.9	70.2	68.3	High	Improved significantly	Good
Safe and Caring	87.2	88.6	88.8	87.5	88.8	89.1	High	Declined Significantly	Issue
Satisfaction with Program Access	77.6	76.0	76.0	72.9	72.6	73.9	High	Improved	Good
School Improvement	77.0	74.4	78.8	75.2	74.2	77.9	High	Declined	Acceptable
Transition Rate (6 yr)	44.9	47.8	49.1	59.7	60.3	60.2	Low	Declined	Issue
Work Preparation	84.0	83.8	83.0	83.1	84.9	84.5	High	Maintained	Good

SUPPLEMENTAL AEAMs CONT'D

Drop Out Rate: Percentage calculated by dividing the number of students who have dropped out of school by the number ('N') of 14 to 18 year old students who were registered in the K-12 system in the previous school year. Annual drop out rate of students aged 14 to 18.

	Authority										Province												
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Drop Out Rate	1,943	4.6	2,025	4.2	2,081	2.9	2,194	3.0	2,182	3.0	High	Maintained	Good	182,832	2.6	184,812	2.7	186,228	2.6	189,713	2.3	191,156	2.5
Returning Rate	98	22.9	107	22.5	99	17.8	70	20.1	79	12.5	n/a	n/a	n/a	6,800	22.7	6,750	18.2	6,720	18.1	6,408	17.3	5,940	17.2

High School Transition Rates – 4 Year: The extent to which students participate in post-secondary study, these rates represent the number of students that begin post-secondary studies either 4 years or 6 years after starting grade 10.

	Authority											Province											
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
4 Year Rate	532	31.0	492	31.5	495	27.0	532	26.7	585	28.4	Low	Maintained	Issue	44,994	40.2	44,980	40.9	45,351	40.5	46,242	41.2	47,660	40.2
6 Year Rate	544	48.0	537	50.9	530	48.7	491	47.8	496	44.9	Low	Declined	Issue	43,728	59.1	44,832	60.3	44,983	60.0	44,966	60.3	45,342	59.7

In-Service Jurisdiction Needs Measure History: 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.

	Authority										Province												
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	378	83.7	344	84.7	317	84.5	321	86.6	330	88.8	High	Improved	Good	33,074	85.2	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2
Teacher	378	83.7	344	84.7	317	84.5	321	86.6	330	88.8	High	Improved	Good	33,074	85.2	33,766	85.0	29,619	84.9	30,280	83.7	31,648	82.2

Commentary and Analysis: Our administrators, teachers and system leaders continue to support and engage in high quality professional learning. The supports in place for this are numerous and our results reflect this work.

A.7 Lifelong Learning Measure History: Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

	Authority													Province									
	2019		2020		2021		2022		2023					2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	754	67.3	687	69.8	543	81.1	657	80.0	576	78.4	High	Improved	Good	66,943	71.4	69,182	72.6	59,478	82.1	60,822	81.0	62,032	80.4
Parent	378	58.2	342	61.8	229	74.6	328	70.9	248	70.1	High	Maintained	Good	33,876	64.0	35,454	64.6	29,693	75.3	30,314	74.6	30,381	73.4
Teacher	376	76.4	345	77.9	314	87.6	329	89.1	328	86.8	High	Improved	Good	33,067	78.8	33,728	80.6	29,785	88.9	30,508	87.4	31,651	87.3

SUPPLEMENTAL AEAMs CONT'D

A.1b Program of Studies Measure History: 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.

	Authority													Province											
	2019		2020		2021		2022		2023					Measure Evaluation			2019		2020		2021		2022		2023
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%		
Overall	1,954	85.0	1,774	85.7	1,365	83.6	2,747	83.1	2,148	83.6	Very High	Maintained	Excellent	181,846	82.2	184,393	82.4	157,680	81.9	172,339	82.9	179,589	82.9		
Parent	391	77.7	353	79.9	235	81.0	340	82.1	260	78.0	High	Maintained	Good	35,252	80.1	36,901	80.1	30,817	81.7	31,625	82.4	31,780	82.2		
Student	1,185	87.6	1,074	89.9	811	82.3	2,076	79.1	1,552	83.2	Very High	Declined	Good	113,304	77.4	113,541	77.8	96,676	74.9	109,776	76.9	115,487	77.4		
Teacher	378	89.5	347	87.1	319	87.4	331	88.0	336	89.8	High	Maintained	Good	33,290	89.1	33,951	89.3	30,187	89.2	30,938	89.3	32,322	89.3		

B.3 Program of Studies - At Risk Students Measure History: Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely

	Authority										Province												
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	3,063	84.8	3,036	85.0	2,150	82.4	3,921	83.7	3,410	83.3	Intermediate	Declined	Issue	265,362	84.7	264,165	84.9	230,686	82.7	249,524	81.9	256,932	81.2
Parent	392	73.6	353	76.0	236	74.2	339	77.8	260	72.2	Low	Declined	Issue	35,184	77.8	36,846	78.1	30,874	76.7	31,643	75.3	31,805	73.7
Student	2,293	85.2	2,336	85.9	1,595	81.5	3,251	80.1	2,814	83.4	Intermediate	Maintained	Acceptable	196,933	81.9	193,409	82.2	169,631	80.2	186,935	80.1	192,805	79.9
Teacher	378	95.6	347	93.1	319	91.5	331	93.2	336	94.3	Intermediate	Maintained	Acceptable	33,245	94.5	33,910	94.4	30,181	91.2	30,946	90.3	32,322	89.9

Rutherford Scholarship Eligibility Rate: Where 'N' is the total number of grade 12 students and the % result is the percentage of gr 12 students eligible for scholarship.

	Authority													Province											
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022			
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%		
Rutherford Scholarship Eligibility Rate	593	57.7	606	60.6	650	64.3	728	63.6	588	71.3	High	Improved Significantly	Good	60,559	64.8	58,970	66.6	59,357	68.0	58,631	70.2	57,307	71.9		

Safe and Caring - Measure Details: % 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.

	Authority													Province											
	2019		2020		2021		2022		2023					Measure Evaluation			2019		2020		2021		2022		2023
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%		
Overall	3,061	86.5	3,034	89.0	2,152	88.9	3,923	88.6	3,413	87.2	High	Declined Significantly	Issue	265,382	89.0	264,204	89.4	230,987	90.0	249,835	88.8	257,278	87.5		
Parent	392	84.1	353	89.3	236	89.0	340	90.6	260	85.5	High	Declined	Acceptable	35,247	89.7	36,899	90.2	30,969	90.5	31,707	89.5	31,879	88.1		
Student	2,291	83.2	2,334	83.6	1,597	82.4	3,252	80.4	2,817	81.8	High	Maintained	Good	196,856	82.3	193,364	82.6	169,813	84.0	187,165	82.5	193,049	81.5		
Teacher	378	92.1	347	94.1	319	95.4	331	94.8	336	94.3	Intermediate	Maintained	Acceptable	33,279	95.1	33,941	95.3	30,205	95.4	30,963	94.3	32,350	93.0		

SUPPLEMENTAL AEAM's CONT'D

Satisfaction with Program Access - Measure Details: % of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.

	Authority										Province												
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	3,045	74.4	3,021	76.0	2,137	73.0	3,896	76.0	3,397	77.6	High	Improved	Good	263,978	73.1	262,662	75.2	228,281	71.8	247,744	72.6	255,597	72.9
Parent	384	61.1	349	69.0	233	63.6	326	69.4	256	70.1	High	Maintained	Good	34,371	61.1	35,963	68.4	29,417	65.7	30,664	67.4	31,117	68.4
Student	2,283	85.6	2,325	84.9	1,585	74.1	3,240	75.2	2,807	80.8	Intermediate	Maintained	Acceptable	196,411	78.8	192,861	79.0	168,839	71.9	186,237	73.5	192,269	74.3
Teacher	378	76.5	347	73.9	319	81.2	330	83.5	334	82.0	Intermediate	Improved	Good	33,196	79.3	33,838	78.1	30,025	77.8	30,843	77.0	32,211	76.0

School Improvement - Measure Details: % of teachers, parents and students indicating their school and schools in their jurisdiction have improved/stayed the same the last 3 years.

	Authority										Province												
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	3,041	79.6	3,028	83.2	2,103	80.6	3,874	74.4	3,360	77.0	High	Declined	Acceptable	263,364	81.0	262,079	81.5	224,041	81.4	243,980	74.2	251,355	75.2
Parent	382	73.8	349	81.4	218	77.5	329	66.0	253	69.2	Intermediate	Declined	Issue	34,159	80.3	35,896	80.0	28,016	81.7	30,147	70.0	30,371	72.5
Student	2,286	85.0	2,332	82.4	1,577	80.6	3,228	74.9	2,798	74.3	Intermediate	Declined Significantly	Issue	196,592	79.4	192,917	79.6	167,992	79.1	185,107	76.3	191,142	75.0
Teacher	373	79.9	347	85.9	308	83.8	317	82.3	309	87.7	Very High	Improved	Excellent	32,613	83.4	33,266	85.0	28,033	83.4	28,726	76.3	29,842	78.0

Work Preparation - Measure Details: % of teachers and parents who agree students are taught attitudes/behaviours that will make them successful at work when they finish school.

	Authority										Province												
	2019		2020		2021		2022		2023		Measure Evaluation			2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	741	78.1	672	82.2	530	82.9	638	83.8	558	84.0	High	Maintained	Good	66,088	83.0	68,221	84.1	58,109	85.7	59,488	84.9	60,705	83.1
Parent	368	66.6	333	72.7	222	73.9	312	75.6	236	74.6	Very High	Maintained	Excellent	33,423	75.2	34,944	76.0	28,862	77.8	29,553	77.3	29,674	75.0
Teacher	373	89.5	339	91.7	308	91.9	326	92.0	322	93.5	High	Maintained	Good	32,665	90.8	33,277	92.2	29,247	93.7	29,935	92.5	31,031	91.3

HIGH SCHOOL SPECIFIC MEASURES CONT'D

Percentage of students writing 0 to 6 or more Diploma Examinations by the end of their 3rd year of high school.

	Medicine hat Public School Division								Province				
	2018	2019	2020	2021	2022	Measure Evaluation			2018	2019	2020	2021	2022
N	493	493	533	585	566	n/a	n/a	n/a	44978	45354	46245	47675	48340
% Writing 0 Exams	17.7	16.6	n/a	n/a	18.7	n/a	n/a	n/a	13.9	13.9	n/a	n/a	20.9
% Writing 1+ Exams	82.3	83.4	n/a	n/a	81.3	n/a	n/a	n/a	86.1	86.1	n/a	n/a	79.1
% Writing 2+ Exams	78.9	79.6	n/a	n/a	62.8	n/a	n/a	n/a	83.3	83.3	n/a	n/a	54.4
% Writing 3+ Exams	56.2	59.9	n/a	n/a	35.1	n/a	n/a	n/a	67.1	67.1	n/a	n/a	20.0
% Writing 4+ Exams	46.7	45.8	n/a	n/a	11.2	n/a	n/a	n/a	56.6	56.6	n/a	n/a	3.5
% Writing 5+ Exams	30.8	26.5	n/a	n/a	1.2	n/a	n/a	n/a	38.8	38.3	n/a	n/a	0.5
% Writing 6+ Exams	13.4	8.1	n/a	n/a	0.0	n/a	n/a	n/a	14.3	13.7	n/a	n/a	0.0

HIGH SCHOOL SPECIFIC MEASURES - FIRST NATIONS, METIS, INUIT STUDENTS - 1 YR LAG DATA IN THESE CATEGORIES

High School Completion Rates – Measure History

	Authority													Province											
	2018		2019		2020		2021		2022					Measure Evaluation			2018		2019		2020		2021		2022
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%		
3 Year Completion	31	62.8	33	59.1	34	68.8	37	74.3	36	67.6	Low	Maintained	Issue	3632	57.1	3750	55.9	3814	62	3972	59.5	3943	57.0		
4 Year Completion	33	55.7	26	71.0	32	56.4	33	71.1	36	87.1	Intermediate	Improved Significantly	Good	3453	60.8	3524	64.2	3670	63.6	3729	68.6	3936	65.8		
6 Year Completion	29	71.1	31	59.5	26	71.1	30	60.1	32	77.1	Low	Improved	Acceptable	3266	64.5	3407	65.0	3469	68.1	3593	68.0	3719	71.3		

Drop Out Rate – Measure History

	Authority										Province												
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Drop Out Rate	117	6.1	113	9.7	119	3.3	146	6.0	153	2.3	Very High	Improved	Excellent	14820	5.4	15064	5.5	15393	5.0	15696	4.9	15971	5.1
Returning Rate	9	25.4	8	28.0	12	18.7	3	*	12	11.0	NA	NA	NA	875	22.7	947	21.0	955	19.1	907	18.2	968	23.8

Rutherford Scholarship Eligibility Rate – Measure History

	Authority					Measure Evaluation			Province				
	2018	2019	2020	2021	2022	Achievement	Improvement	Overall	2018	2019	2020	2021	2022
Total Gr 12 Stidemts	38	30	42	42	36	NA	NA	NA	4896	4841	5045	4972	4937
Percent Eligible for Scholarship	50.0	40.0	47.6	54.8	63.9	Intermediate	Improved	Good	37.1	39.1	39.5	41.1	43.9

High School to Post Secondary Transition Rate - Measure History

	Authority													Province									
	2018		2019		2020		2021		2022					Measure Evaluation			2018		2019		2020		2021
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
4 Year Transition	33	15.4	26	26.4	32	12.3	33	14.9	36	24.6	Low	Maintained	Issue	3453	20.3	3524	22.1	3670	20.6	3729	22.7	3936	21.2
6 Year Transition	23	16.3	30	28.8	31	26.0	25	37.5	31	25.0	Very Low	Maintained	Concern	3138	34.1	3243	35.0	3376	35.7	3428	37.7	3566	35.5

HIGH SCHOOL SPECIFIC MEASURES - ENGLISH LANGUAGE LEARNERS - 1 YR LAG DATA IN THESE CATEGORIES

High School Completion Rates – Measure History

	Authority													Province											
	2018		2019		2020		2021		2022					Measure Evaluation			2018		2019		2020		2021		2022
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%		
3 Year Completion	13	62.7	16	75.0	23	83.4	25	77.3	20	65.9	Very Low	Maintained	Concern	3388	75.1	3307	74.1	3654	78.7	3646	78.5	3805	72.8		
4 Year Completion	9	34.5	12	85.2	14	86.2	20	95.8	26	83.6	Intermediate	Maintained	Acceptable	2784	82.8	3076	83.0	2993	83.0	3278	86.4	3337	85.0		
6 Year Completion	2	Na	9	35.5	11	92.2	14	93.4	15	94.2	Very High	Improved	Excellent	2410	86.0	2664	85.0	2960	86.9	2874	86.1	3151	88.7		

Drop Out Rate – Measure History

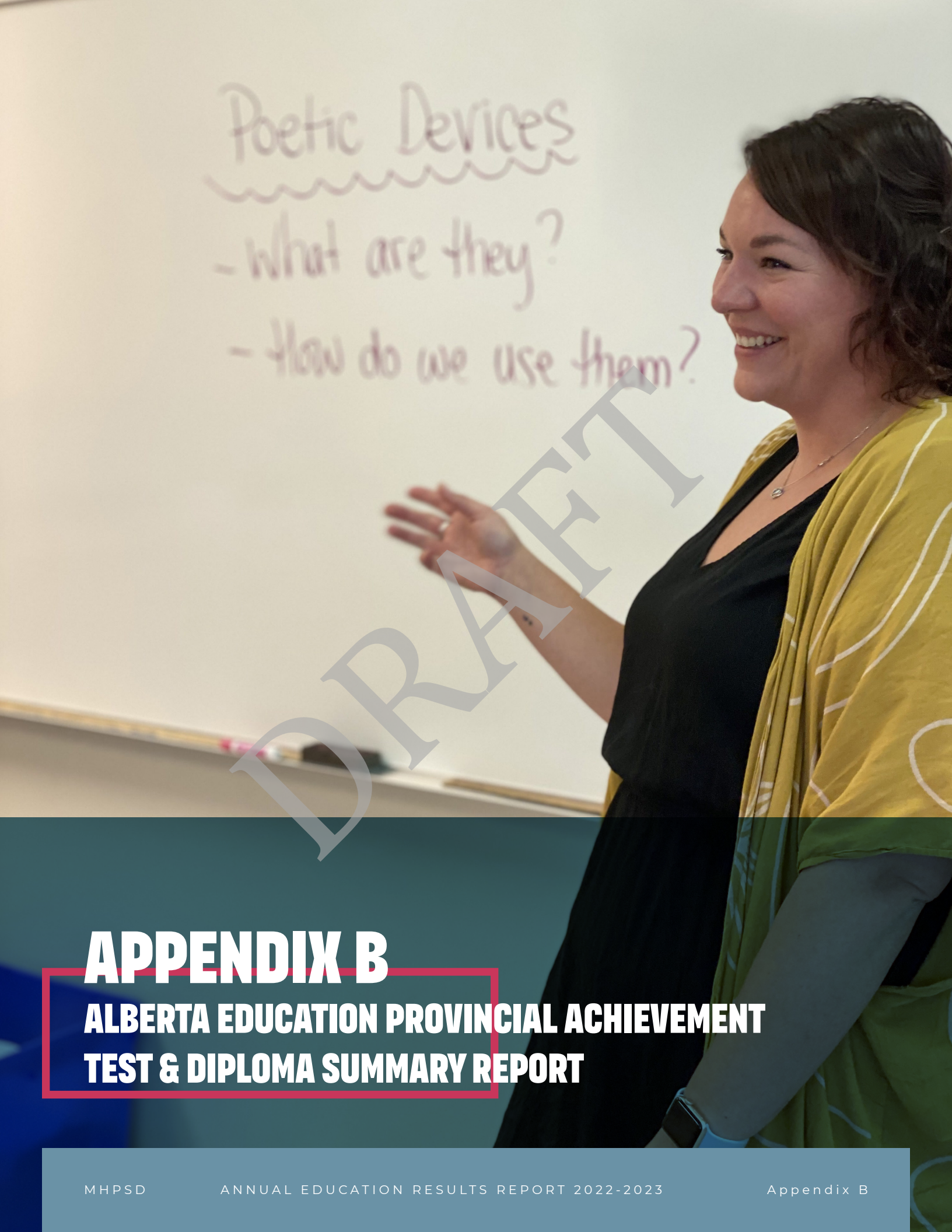
	Authority										Province												
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Drop Out Rate	64	3.6	80	5.3	99	1.0	113	2.5	94	1.7	Very High	Maintained	Excellent	16262	2.3	16918	2.2	17440	2.6	17919	2.2	17453	2.5
Returning Rate	5	*	3	*	5	*	1	*	4	*	NA	NA	NA	495	26.3	520	18.4	506	19.8	593	17.1	510	15.6

Rutherford Scholarship Eligibility Rate – Measure History

	Authority					Measure Evaluation			Province				
	2018	2019	2020	2021	2022	Achievement	Improvement	Overall	2018	2019	2020	2021	2022
Total Gr 12 Stidemts	27	34	48	46	36	NA	NA	NA	6172	6189	6547	5947	5636
Percent Eligible for Scholarship	63.0	50.0	45.8	41.3	58.3	Intermediate	Improved	Good	55.5	55.6	58.3	61.3	60.3

High School to Post Secondary Transition Rate - Measure History

	Authority										Measure Evaluation			Province									
	2018		2019		2020		2021		2022					2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
4 Year Transition	9	25.7	12	19.7	14	17.0	20	22.6	26	18.1	Very Low	Maintained	Concern	2784	39.5	3076	40.4	2993	37.9	3278	40.5	3337	39.4
6 Year Transition	5	*	2	*	9	29.8	11	58.2	14	40.0	Low	Maintained	Issue	2052	64.6	2370	65.8	2635	65.4	2920	66.0	2840	62.7

A woman with dark, curly hair, wearing a black top and a yellow and green patterned shawl, is smiling and gesturing with her right hand towards a whiteboard. The whiteboard has handwritten text in purple marker. A large, light grey 'DRAFT' watermark is oriented diagonally across the center of the image.

Poetic Devices
- what are they?
- how do we use them?

APPENDIX B

ALBERTA EDUCATION PROVINCIAL ACHIEVEMENT TEST & DIPLOMA SUMMARY REPORT

PROVINCIAL ACHIEVEMENT TESTS

2022 - 2023 marked the second year of Provincial Achievement Test (PAT) reportable data since the 2020-2021 school year. Our data analysis approach includes the 2021/2022, 2022/2023 PAT results, and the three year pre COVID average at the province, division, and school level. The school's 2023 results are analyzed in comparison to the three year average from 2017-2019.

It is important to note a couple of key items:

- The 2022-2023 provincial results do not include students who were exempted from writing the test because of the northern Alberta wildfires.
- The change factor provided at the bottom of the table is calculated as the difference between the province's three-year average (pre-pandemic) compared to the province's 2023 results. Similarly, the change factor for the school division is the three-year average (pre-pandemic) compared to our 2023 result. Results for individual schools will be posted on school websites within the "assurance" tab.
- The 2022-2023 results do not include students who participated in the optionally implemented and piloted curriculum and were excused from writing the gr. 6 PATs in those subject areas being optionally implemented.
- After the 2023-2024 school year, there will be three consecutive years of PAT data available (2021-2022, 2022-2023, & 2023-2024) that can become part of the data analysis process.

Key analysis will be done at the school level for each of the exams. Our key analysis can be found in the tables at the end of this document. Our approach to analysis is as follows:

- We determined the three year averages for the province and the school division leading into the pandemic (2017-2019)
- We compared the school division result against the three year average in both acceptable and excellence.
- We did the same for the provincial data
- Next, we compared our school division result against the provincial result.

PROVINCIAL ACHIEVEMENT TESTS - GRADE 6

Standard	Alberta		MHPsD		Change Factor	
	3 Year Average Pre COVID	2023 Result	3 Year Average Pre COVID	2023 Result	Province	Division
ENGLISH LANGUAGE ARTS 6						
Acceptable	83.1	76.2	87.1	83.9	-6.9	-3.2
Excellence	18.2	18.4	15.3	21.8	0.2	6.5
MATHEMATICS 6						
Acceptable	70.6	64.4	71.7	66.4	-6.2	-5.3
Excellence	13.5	15.8	9.5	12.1	2.3	2.6
SCIENCE GRADE 6						
Acceptable	77.5	66.7	76.7	71.6	-10.8	-5.1
Excellence	30.0	22.5	21.0	21.7	-7.5	0.7
SOCIAL STUDIES 6						
Acceptable	74.5	66.3	73.3	67.1	-8.2	-6.2
Excellence	23.7	18.5	15.5	18.0	-5.2	2.5
FRENCH LANGUAGE ARTS 6E						
Acceptable	86.0	77.6	81.8	n/a	-8.4	n/a
Excellence	13.8	12.5	8.3	n/a	-1.3	n/a
MATHEMATIQUES 6E						
Acceptable	82.9	78.0	87.4	74.4	-4.9	-13.0
Excellence	17.9	17.6	15.3	20.9	-0.3	5.6
SCIENCES 6E						
Acceptable	81.8	67.3	78.2	n/a	-14.5	n/a
Excellence	22.3	12.8	17.2	n/a	-9.5	n/a
ETUDES SOCIALES 6E						
Acceptable	77.2	64.3	78.6	72.1	-12.9	-6.5
Excellence	15.5	11.6	12.8	7.0	-3.9	-3.3

PROVINCIAL ACHIEVEMENT TESTS - GRADE 6

ENGLISH LANGUAGE LEARNERS AND FIRST NATIONS MÉTIS & INUIT LEARNERS

Standard	English Language Learners				First Nations Métis & Inuit Learners			
	MHPSD		Alberta		MHPSD		Alberta	
	2023 Result		2023 Result		2023 Result		2023 Result	
	N	%	N	%	N	%	N	%
ENGLISH LANGUAGE ARTS 6								
Acceptable	5	*	7824	85.4	16	93.8	2953	79.8
Excellence	5	*	7824	16.1	16	15.8	2953	9.4
FRENCH LANGUAGE ARTS 6 ANNEE								
Acceptable	N/A	N/A	176	80.7	N/A	N/A	119	73.1
Excellence	N/A	N/A	176	14.8	N/A	N/A	119	5.9
FRANCAIS 6 ANNEE								
Acceptable	N/A	N/A	66	78.8	N/A	N/A	15	86.7
Excellence	N/A	N/A	66	12.1	N/A	N/A	15	33.3
MATHEMATICS 6								
Acceptable	15	53.3	7940	74.2	28	53.6	2974	55.2
Excellence	15	0.0	7940	17.4	28	17.9	2974	7.3
SCIENCE 6								
Acceptable	12	75.0	8640	72.9	20	55.0	3009	61.0
Excellence	12	16.7	8640	19.4	20	10.0	3009	11.9
SOCIAL STUDIES 6								
Acceptable	20	70.0	8955	73.8	33	60.6	3279	59.8
Excellence	20	20.0	8955	17.7	33	9.1	3279	8.6

PROVINCIAL ACHIEVEMENT TESTS - GRADE 9

Standard	Alberta		MHPSD		Change Factor	
	3 Year Average Pre COVID	2023 Result	3 Year Average Pre COVID	2023 Result	Province	Division
ENGLISH LANGUAGE ARTS 9						
Acceptable	76.0	71.4	74.7	62.3	-4.6	-12.4
Excellence	14.8	13.4	10.3	10.9	-1.4	0.6
MATHEMATICS 9						
Acceptable	61.0	53.2	54.9	39.8	-7.8	-15.1
Excellence	17.2	13.0	8.6	7.1	-4.2	-1.5
SCIENCE GRADE 9						
Acceptable	74.2	65.5	70.5	59.7	-8.7	-10.8
Excellence	24.0	20.1	13.4	13.4	-3.9	0
SOCIAL STUDIES 9						
Acceptable	66.8	57.6	57.8	46.9	-9.2	-10.9
Excellence	20.7	15.9	12.1	10.0	-4.8	-2.1
FRENCH LANGUAGE ARTS 9E						
Acceptable	82.5	76.1	79.6	69.7	-6.4	-9.9
Excellence	11.1	10.9	2.7	9.1	-0.2	6.4
MATHEMATIQUES 9E						
Acceptable	79.6	71.7	78.2	68.8	-7.9	-9.4
Excellence	24.6	20.8	21.0	12.5	-3.8	-8.5
SCIENCES 9E						
Acceptable	86.5	78.7	82.1	78.1	-7.8	-4.0
Excellence	25.1	20.3	20.9	18.8	-4.8	-2.1
ETUDES SOCIALES 9E						
Acceptable	77.3	69.5	65.6	59.4	-7.8	-6.2
Excellence	21.2	15.7	19.5	9.4	-5.5	-10.1

PROVINCIAL ACHIEVEMENT TESTS – GRADE 9

ENGLISH LANGUAGE LEARNERS AND FIRST NATIONS MÉTIS & INUIT LEARNERS

Standard	English Language Learners				First Nations Métis & Inuit Learners			
	MHPSD		Alberta		MHPSD		Alberta	
	2023 Result		2023 Result		2023 Result		2023 Result	
	N	%	N	%	N	%	N	%
ENGLISH LANGUAGE ARTS 9								
Acceptable	17	41.2	5908	73.4	26	65.4	3039	70.8
Excellence	17	5.9	5908	7.8	26	7.7	3039	6.4
FRENCH LANGUAGE ARTS 9e ANNEE								
Acceptable	N/A	N/A	187	73.8	1	*	126	70.6
Excellence	N/A	N/A	187	11.8	1	*	126	4.8
FRANCAIS 9e ANNEE								
Acceptable	N/A	N/A	77	70.1	N/A	N/A	20	75.0
Excellence	N/A	N/A	77	13.0	N/A	N/A	20	10.0
MATHEMATICS 9								
Acceptable	17	35.3	5968	58.1	26	46.2	2897	41.5
Excellence	17	5.9	5968	13.9	26	0.0	2897	5.5
SCIENCE 9								
Acceptable	18	61.1	5971	69.4	27	55.6	3096	59.6
Excellence	18	5.6	5971	17.5	27	18.5	3096	10.0
SOCIAL STUDIES 9								
Acceptable	17	29.4	5990	58.7	25	48.0	3111	48.2
Excellence	17	5.9	5990	12.8	25	4.0	3111	7.0

MHPSD 2022 PROVINCIAL ACHIEVEMENT TESTS SUMMARY

Grade 6 - ACCEPTABLE

Above/below provincial average post COVID

% by which MHPSD Students performed better, against our 3 year average, than the Province	6.4	Etudes Sociales 6e
	5.7	Science 6
	3.7	English Language Arts 6
	2.0	Social Studies 6
	0.9	Mathematics
	0.0	Tied with the Province
% by which MHPSD Students performed worse, against our 3 year average, than the Province	-8.1	Mathematiques 6e

Grade 9 - ACCEPTABLE

Above/below provincial average post COVID

% by which MHPSD students performed better, against our 3 year average, than the Province	7.3	Mathematics 9
	3.8	Science 9e
	1.6	Etudes Sociales 9e
	0.0	Tied with the Province
% by which MHPSD students performed worse, against our 3 year average, than the Province	-1.5	Mathematiques 9e
	-1.7	Social Studies 9
	-2.1	Science 9
	-3.5	French Language Arts 9e
	-7.8	English Language Arts 9

Grade 6 - EXCELLENCE

Above/below provincial average post COVID

% by which MHPSD Students performed better, against our 3 year average, than the Province	8.2	Science 6
	7.7	Social Studies 6
	6.3	English Language Arts
	5.9	Mathematiques 6e
	0.6	Etudes Sociales 6e
	0.3	Mathematics 6
	0.0	Tied with the Province
% by which MHPSD Students performed worse, against our 3 year average, than the Province		

Grade 9 - EXCELLENCE

Above/below provincial average post COVID

% by which MHPSD students performed better, against our 3 year average, than the Province	6.6	French Language Arts 9e
	3.9	Science 9
	2.7	Mathematics 9
	2.7	Social Studies 9
	2.7	Sciences 9e
	0.0	Tied with the Province
% by which MHPSD students performed worse, against our 3 year average, than the Province	-4.6	Etudes Sociales 9e
	-4.7	Mathematiques 9e

DIPLOMA EXAMINATIONS

2022 - 2023 marked the second year of diploma exam reportable data since the 2020-2021 school year. Our data analysis approach includes the 2021/2022, 2022/2023 diploma exam results, and the three-year pre COVID average at the province, division, and school level. The school's 2023 results are analyzed in comparison to the three-year average from 2017 - 2019.

It is important to note a few key items:

- Provincial data in this report is for the entire school year.
- After the 2023-2024 school year, there will be three consecutive years of diploma exam data available (2021-2022, 2022-2023, & 2023-2024) that can become part of the data analysis process.
- The change factor provided at the bottom of the table is calculated as the difference between the province's three-year average (pre-pandemic) compared to the province's 2023 results. Similarly, the change factor for the school division is the three-year average (pre pandemic) compared to our 2023 result. Results for individual schools will be posted on school websites within the "assurance" tab.

Key analysis will be done at the school level for each of the exams. Our key analysis can be found in the tables at the end of this document. Our approach to analysis is as follows:

- We determined the three year averages for the province and the school division leading into the pandemic (2017-2019)
- We compared the school division result against the three year average in both acceptable and excellence.
- We did the same for the provincial data
- Next, we compared our school division result against the provincial result.

DIPLOMA EXAMINATIONS

Standard	Alberta		MHPSD		Change Factor	
	3 Year Average Pre COVID	2023 Result	3 Year Average Pre COVID	2023 Result	Province	Division
ENGLISH LANGUAGE ARTS 30-1						
Acceptable	87.0	83.7	78.4	82.5	-3.3	4.1
Excellence	12.5	10.5	5.8	6.6	-2.0	0.8
ENGLISH LANGUAGE ARTS 30-2						
Acceptable	88.2	86.2	87.7	85.0	-2.0	-2.7
Excellence	12.2	12.7	8.1	5.2	0.5	-2.9
MATHEMATICS 30-1						
Acceptable	76.1	70.8	66.6	81.4	-5.3	14.8
Excellence	33.5	29.0	19.7	27.1	-4.5	7.4
MATHEMATICS 30-2						
Acceptable	75.2	71.1	71.3	79.7	-4.1	8.4
Excellence	16.3	15.2	10.4	20.9	-1.1	10.5
BIOLOGY 30						
Acceptable	84.9	82.7	78.0	85.7	-2.2	7.7
Excellence	34.8	32.8	21.5	25.3	-2.0	3.8
CHEMISTRY 30						
Acceptable	84.1	80.5	74.2	83.4	-3.6	9.2
Excellence	39.8	37.0	22.8	34.3	-2.8	11.5
PHYSICS 30						
Acceptable	86.4	82.3	81.0	84.6	-4.1	3.6
Excellence	42.8	39.9	22.9	33.3	-2.9	10.4
SCIENCE 30						
Acceptable	85.3	79.4	84.8	82.1	-5.9	-2.7
Excellence	30.2	23.1	21.8	16.8	-7.1	-5.0
SOCIAL STUDIES 30-1						
Acceptable	86.2	83.5	77.4	81.8	-2.7	4.4
Excellence	16.5	15.9	7.7	13.9	-0.6	6.2
SOCIAL STUDIES 30-2						
Acceptable	79.0	78.1	76.9	75.4	-0.9	-1.5
Excellence	12.2	12.3	6.8	7.4	0.1	0.6

DIPLOMA EXAMS CONT'D

Standard	Alberta		MHPSD		Change Factor	
	3 Year Average Pre COVID	2023 Result	3 Year Average Pre COVID	2023 Result	Province	Division
FRENCH LANGUAGE ARTS 30-1						
Acceptable	93.3	93.1	79.9	72.0	-0.2	-7.9
Excellence	10.2	6.1	9.5	0.0	-4.1	-9.5
ETUDES SOCIALES 30						
Acceptable	98.8	N/A	87.7	NA	NA	NA
Excellence	28.1		33.3	NA	NA	NA

ENGLISH LANGUAGE LEARNERS AND FIRST NATIONS MÉTIS & INUIT LEARNERS

Standard	English Language Learners			
	MHPSD		Alberta	
	2023 Result		2023 Result	
	N	%	N	%
ENGLISH LANGUAGE ARTS 30-1				
Acceptable	6	16.7	2482	63.3
Excellence	6	0.0	2482	3.7
ENGLISH LANGUAGE ARTS 30-2				
Acceptable	17	47.1	2284	71.5
Excellence	17	0.0	2284	5.5
SOCIAL STUDIES 30-2				
Acceptable	16	18.8	2749	62.5
Excellence	16	0.0	2749	7.8

Standard	First Nations Métis & Inuit Learners			
	MHPSD 2023 Result		Alberta 2023 Result	
	N	%	N	%
ENGLISH LANGUAGE ARTS 30-1				
Acceptable	14	71.4	1286	78.3
Excellence	14	0.0	1286	6.1
ENGLISH LANGUAGE ARTS 30-2				
Acceptable	21	90.5	1833	86.5
Excellence	21	4.8	1833	9.9
MATHEMATICS 30-2				
Acceptable	7	71.4	742	65.8
Excellence	7	0.0	742	12.1
SOCIAL STUDIES 30-1				
Acceptable	7	85.7	986	73.0
Excellence	7	0.0	986	8.6
SOCIAL STUDIES 30-2				
Acceptable	24	75.0	1933	72.3
Excellence	24	4.2	1933	5.4
BIOLOGY 30				
Acceptable	7	85.7	902	72.5
Excellence	7	28.6	902	19.1
SCIENCE 30				
Acceptable	6	100.0	470	75.3
Excellence	6	16.7	470	18.7

MHPSD 2022 DIPLOMA EXAMINATION SUMMARY

ACCEPTABLE		
Above/below provincial average post COVID		
% by which MHPSD Students performed better, against our 3 year average, than the Province	20.1	Mathematics 30-1
	12.8	Chemistry 30
	12.5	Mathematics 30-2
	9.9	Biology 30
	7.7	Physics 30
	7.4	English Language Arts 30-1
	7.1	Social Studies 30-1
	3.2	Science 30
	0.0	Tied with the Province
% by which MHPSD Students performed worse, against our 3 year average, than the Province	-0.6	Social Studies 30-2
	-0.7	English Language Arts 30-2
	-7.7	French Language Arts 30-1

EXCELLENCE		
Above/below provincial average post COVID		
% by which MHPSD Students performed better, against our 3 year average, than the Province	14.3	Chemistry 30
	13.3	Physics 30
	11.9	Mathematics 30-1
	11.6	Mathematics 30-2
	6.8	Social Studies 30-1
	5.8	Biology 30
	2.8	English Language Arts 30-1
	2.1	Science 30
	0.5	Social Studies 30-2
	0.0	Tied with the Province
% by which MHPSD Students performed worse, against our 3 year average, than the Province	-3.4	English Language Arts 30-2
	-5.4	French Language Arts 30-1