

# Combined Annual Education Results Report and Three Year Education Plan for Medicine Hat Catholic Board of Education



Planting Seeds Nurturing Growth

## 2012 - 2015

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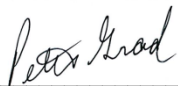
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## Accountability Statement

The Annual Education Results Report for the 2011-2012 school year and the Education Plan for the three years commencing September 1, 2012 for Medicine Hat Catholic Separate Regional Division No. 20 was prepared under the direction of the Board in accordance with its responsibilities under the School Act and the Government Accountability Act.

This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained with the Education Plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2011/2012 school year and the Three-year Education Plan for 2012-2015 on November 26, 2012.



Board Chair: Mr. Peter Grad



Superintendent of Schools: Clyde Pudwell

**Combined 2012 Accountability Pillar Overall Summary (Required for Public/Separate/Francophone/Charter School Authorities and Level 2 Private Schools)**

Measure Category	Measure Category Evaluation	Measure	Medicine Hat CSRD No. 20			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	Excellent	Safe and Caring	90.6	90.2	89.3	88.6	88.1	87.5	Very High	Maintained	Excellent
Student Learning Opportunities	Excellent	Program of Studies	82.2	81.4	83.6	80.7	80.9	80.6	Very High	Maintained	Excellent
		Education Quality	91.8	91.3	90.9	89.4	89.4	89.3	Very High	Maintained	Excellent
		Drop Out Rate	0.0	1.3	2.5	3.2	4.2	4.4	Very High	Improved Significantly	Excellent
		High School Completion Rate (3 yr)	88.5	84.7	82.0	74.1	72.6	71.6	Very High	Improved	Excellent
Student Learning Achievement (Grades K-9)	Good	PAT: Acceptable	87.7	90.6	87.9	79.1	79.3	78.9	High	Maintained	Good
		PAT: Excellence	21.8	22.3	20.4	20.9	19.6	19.1	High	Maintained	Good
Student Learning Achievement (Grades 10-12)	Good	Diploma: Acceptable	91.6	87.0	86.4	83.5	82.6	83.5	High	Improved	Good
		Diploma: Excellence	19.0	21.3	17.0	18.6	18.7	18.7	Intermediate	Maintained	Acceptable
		Diploma Exam Participation Rate (4+ Exams)	58.8	55.8	53.4	56.2	54.9	53.9	High	Improved	Good
		Rutherford Scholarship Eligibility Rate (Revised)	67.7	67.8	61.5	61.5	59.6	58.0	High	Improved	Good
Preparation for Lifelong Learning, World of Work, Citizenship	Good	Transition Rate (6 yr)	64.4	57.7	64.0	58.4	59.3	59.5	High	Maintained	Good
		Work Preparation	83.3	80.7	80.2	79.7	80.1	79.9	High	Maintained	Good
		Citizenship	85.1	84.0	83.3	82.5	81.9	81.2	Very High	Improved	Excellent
Parental Involvement	Excellent	Parental Involvement	82.8	85.1	83.3	79.7	79.9	80.0	Very High	Maintained	Excellent
Continuous Improvement	Excellent	School Improvement	86.0	86.1	84.6	80.0	80.1	79.8	Very High	Maintained	Excellent

Notes:

1. PAT results are a weighted average of the percent meeting standards (Acceptable, Excellence) on Provincial Achievement Tests. The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9).
2. Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30.
3. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
4. The subsequent pages include evaluations for each performance measure. If jurisdictions desire not to present this information for each performance measure in the subsequent pages, please include a reference to this overall summary page for each performance measure.
5. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

**Combined 2012 Accountability Pillar FNMI Summary (Required for Public/Separate/Francophone School Authorities)**

Measure Category	Measure Category Evaluation	Measure	Medicine Hat CSRD No. 20			Alberta			Measure Evaluation		
			Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Learning Opportunities	n/a	Drop Out Rate	0.0	*	n/a	9.0	10.4	10.9	Very High	n/a	n/a
		High School Completion Rate (3 yr)	*	n/a	n/a	40.2	38.2	36.0	*	*	*
Student Learning Achievement (Grades K-9)	Concern	PAT: Acceptable	73.9	73.2	78.3	58.3	58.1	57.8	Low	Maintained	Issue
		PAT: Excellence	4.3	7.3	10.3	6.6	6.0	5.9	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	n/a	Diploma: Acceptable	81.3	*	n/a	77.6	77.7	77.0	Low	n/a	n/a
		Diploma: Excellence	6.3	*	n/a	8.8	7.4	8.1	Very Low	n/a	n/a
		Diploma Exam Participation Rate (4+ Exams)	*	n/a	n/a	19.6	19.1	17.7	*	*	*
		Rutherford Scholarship Eligibility Rate (Revised)	*	n/a	n/a	34.4	32.1	29.6	*	*	*
Preparation for Lifelong Learning, World of Work, Citizenship	n/a	Transition Rate (6 yr)	n/a	*	n/a	30.2	31.2	32.3	n/a	n/a	n/a

Notes:

1. PAT results are a weighted average of the percent meeting standards (Acceptable, Excellence) on Provincial Achievement Tests. The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9).
2. Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30.
3. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
4. The section for Goal 3 includes evaluations for the performance measures included in the table above. If jurisdictions desire not to present evaluations for each performance measure in that section, please include a reference to this overall summary page under Goal 3.
5. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

## 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 - 65.53	65.53 - 78.44	78.44 - 85.13	85.13 - 89.49	89.49 - 100.00
PAT: Excellence	0.00 - 9.19	9.19 - 11.96	11.96 - 17.99	17.99 - 22.45	22.45 - 100.00
Diploma: Acceptable	0.00 - 74.42	74.42 - 83.58	83.58 - 88.03	88.03 - 92.35	92.35 - 100.00
Diploma: Excellence	0.00 - 10.31	10.31 - 15.67	15.67 - 20.27	20.27 - 23.77	23.77 - 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 (Revised)	0.00 - 43.18	43.18 - 49.83	49.83 - 59.41	59.41 - 70.55	70.55 - 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)

## Religious Education ~ “Showing the Face of Christ to All”

Medicine Hat & Bow Island Catholic Schools offers a varied and high standard of programming; however our purpose extends beyond the imparting of information or the development of skills. We exist to educate the whole child, to form the whole person, to nourish each person as a child of God.

In a world that is constantly changing, our mission is to offer something to our young people that last, something that will sustain them long after they leave our buildings. With the support of the home and the parish community, we demonstrate a way of living that offers guidance through challenging times and encourages our children to become the best people they can possibly be.

We strive to ensure that our shared faith is the motivation behind every activity that takes place in our schools. Our children learn about catholic contributions in science, explore religious themes in literature, learn about issues of social justice and help to serve those in need locally. Our children pray regularly throughout the school day, gather together for worship, observe the seasons of the liturgical calendar, and are encouraged to see the hand of God in every aspect of life. Our children are taught the inherent dignity of human life, and encouraged to recognize themselves as God’s work of art.

It is our priority to guarantee that our Catholicity remains at the core of all that we do, to ensure it continues to shape us as well as define us. Over the last few years we have dedicated time to ensure we as a community further develop our mission into a daily reality in our schools. We are firmly committed to building strong relations with our local parish communities. We meet regularly with our priests, arrange for students to visit our churches and invite parish teams into our schools.

We are dedicated to supporting our teachers in their ministry, through faith formation programs, professional development opportunities, investment in specialist staff and the provision of faith based resources. Each year we dedicate time and energy to enhancing the religious symbolism in our schools, so it is clear in our buildings, as well as in our students and staff, exactly who we are and why we exist.

Being a part of the Roman Catholic Diocese of Calgary, we are celebrating at 100<sup>th</sup> anniversary. The motto, **“Celebrate the Past. Live the Present. Become the Future”** speaks to Catholic education in Medicine Hat. We have “shown the face of Christ” to many young people and their families throughout the years, and are determined to continue to bring more young people into relationship with a loving God, to bring to them the “Good News”.

## Division Goal: The Enhancement of Catholic Education

Outcome: Catholic faith and values are permeated throughout school culture

Outcomes	Measures	Results							
		Evaluation					Targets		
		Current Result	Previous 3-yr Avg.	Achievement	Improvement	Overall	12/13	13/14	14/15
Our Catholic faith and values permeates our school curriculum and is reflected in the presence of Catholic symbols, religious celebrations, Faith Development opportunities and positive relationships between parishes, schools and homes	Percentage of teacher, parent and student agreement that students are learning Catholic faith and values through curriculum, celebrations, and service projects		N/A						
	Percentage of teacher, parent and student agreement that Catholic faith and values are reflected in Catholic symbols throughout the schools		NA						
	Percentage of teacher, parent and student agreement that Catholic faith and values are reflected in a relationship between parish, school, and home.		NA						

### Strategies:

- Faith Development day to begin the school year – Building Community
- A common Faith Development theme for the entire Division: Year of Faith: Embracing Evangelization
- Offer two Faith Development PD opportunities: Advent and Lent teacher retreats via religion representatives at each school
- Offer four Faith Development PD opportunities to leadership team as requested: Building Community, Church Teachings, Connect School Activities with Faith, Religious Education Curriculum
- Continue to offer four Faith Development PD opportunities for new teachers: Our Catholic Identity, Key Beliefs and Church Teachings, Prayer and Liturgy, Sacraments and Sacramentality
- Review Administrative Procedures in regards to faith
- Ensure each school has a religion representative to provide faith retreats, prepare for Catholic Education Sunday and analyze resources
- Continue to focus on permeation strategies for all subjects
- Continue to increase the amount of Catholic Symbols in schools including a reflection of the liturgical calendar
- Support and connect with the NET team to build the relationship between parish and schools (church walks)
- Meet with Bishop Henry at least once a year
- Meet with Religious Education Community at least once a year
- Work closely with the local churches, clergy and sacrament coordinator (Living Rosary/retreats)
- Continue to develop new Religion Education Resources
- Schools have monthly Masses for staff
- Schools have weekly/monthly prayer celebrations led by students and staff with a Catholic focus
- Schools promote the Advent/Lent Family kits to connect to homes
- Organize and promote priest visits to schools
- Students and staff will gather in community to celebrate Mass at the church at least four times a year
- Students and staff will gather in community to pray four times a day
- The Patron Saint for each school is celebrated
- Creation of religious celebrations/assemblies stored in religious education portal accessible to all administrators
- Use digital displays/newsletters to promote church activities, religious events, and acts of kindness
- Schools have staff prayer groups
- Promote Catholic Schools through Catholic Education Sunday
- Schools offer extra-curricular faith-based activities (rosary club, Catholic choir/Bible study/prayer groups/community service etc.)
- Promote participation in children's choir during Mass
- Recognition at school assemblies for those who have received Sacraments
- Provide schools with weekly prayer



## Division Goal: The Enhancement of Catholic Education

Outcome: Catholic Education offers a unique and valuable dimension to education

Outcomes	Measures	Results							
		Current Result	Previous 3-yr Avg.	Achievement	Improvement	Overall	12/13	13/14	14/15
Our students, staff, and parents believe that Catholic Education offers a unique and valuable dimension to education	Percentage of teacher, parent and student agreement that Catholic Education offers unique and valuable learning through curriculum, celebrations/retreats and prayer		NA						
	Percentage of teacher, parent and student agreement that Catholic Education offers unique and valuable learning through participation in service projects and faith-based activities in school		NA						

### Strategies:

- Promote Catholic Schools
- Promote Catholic Schools through Catholic Education Sunday
- A common Faith Development theme for the entire Division: Year of Faith: Embracing Evangelization
- Offer two Faith Development PD opportunities: Advent and Lent teacher retreats via religion representatives at each school
- Continue to offer four Faith Development PD opportunities for new teachers: Our Catholic Identity, Key Beliefs and Church Teachings, Prayer and Liturgy, Sacraments and Sacramentality
- Review Administrative Procedures in regards to faith
- Ensure each school has a religion representative
- Work closely with the local churches, clergy and sacrament coordinator
- Encourage and support the formation of prayer groups and monthly Masses at all schools
- Continue to provide religious retreat experiences for our middle school and high school students
- Schools will develop service projects for all students
- All extracurricular events and meetings begin with prayer
- Students and staff will gather in community to pray four times a day
- All classrooms will have a prayer centre
- The Division consults with the bishop on matters affecting Catholic Education in the diocese
- Promote attendance at SPICE/BUEPRINTS
- Organize and promote priest visits to schools
- The Patron Saint of each school is celebrated
- Students and staff will gather in community to celebrate Mass at the church four times a year
- Add religious education objectives to outcome-based report cards.
- Promote Cat Chat for elementary schools
- Schools offer extra-curricular faith-based activities
- Provide schools with weekly prayer

## Goal One: Success for Every Student

Outcome: Students demonstrate proficiency in literacy and numeracy

Performance Measure	Results (in percentages)					Target <sup>1</sup>	Evaluation			Targets <sup>2</sup>		
	2008	2009	2010	2011	2012		Achievement	Improvement	Overall	2013	2014	2015
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	86.1	85.9	87.3	90.6	87.7	91.0	High	Maintained	Good	88.0	88.3	88.6
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	18.2	20.8	18.2	22.3	21.8	23.0	High	Maintained	Good	22.3	22.5	22.8

### Strategies

- Offer LLI (Level Literacy Intervention) at all of our Elementary Schools for Gr. 1-3
- Analysis of DIPS/PATS by department
- Division ESL Lead Teacher
- Develop a Culture of Exemplary teaching and leadership and excellence in student achievement.
  - Shared Vision of Exemplary Teaching
  - Teacher Mentorship Program
  - Learning Coaches at every school – teacher to teacher training on Differentiated Instruction strategies and practices
- Book 8 days for PLC's with SAPDC personnel to work on Math concepts
- Outcome based report cards Gr. 1-4
- Balanced Literacy program used in all Elementary Schools
- Increase student engagement through AISI project
- Implement Adolescent Reading Initiative
- Literacy For All pilot – St. Michael's School (MH)
- Numeracy For All pilot – St. Louis School
- Build Capacity within our staff through intervention with Community Support Organizations

### Notes:

1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9). The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
2. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

<sup>1</sup> If authority had set a target for 2010/11 in the three year education plan 2010/11 – 2012/13, include it in the space provided for each required measure.

<sup>2</sup> Targets are required for each year of the plan for Accountability Pillar measures with an overall evaluation of "Issue" or "Concern" and must reflect reasonable progress toward or moving into the next higher achievement level, as defined by the evaluation methodology, over the plan period.

## Goal One: Success for Every Student (continued)

Outcome: Students achieve educational outcomes

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2008	2009	2010	2011	2012		Achievement	Improvement	Overall	2013	2014	2015
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	77.1	85.1	87.0	87.0	91.6	87.3	High	Improved	Good	93.0	93.5	94.0
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	11.7	12.7	16.9	21.3	19.0	21.5	Intermediate	Maintained	Acceptable	20.0	21.0	22.0

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011	2012	Achievement	Improvement	Overall	2013	2014	2015
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	74.8	81.3	79.9	84.7	88.5	88.7	Very High	Improved	Excellent	89.0	89.1	89.22
Drop Out Rate - annual dropout rate of students aged 14 to 18	3.1	3.6	2.6	1.3	0.0	0.0	Very High	Improved Significantly	Excellent	0.0	0.0	0.0
High school to post-secondary transition rate of students within six years of entering Grade 10.	67.8	63.6	70.8	57.7	64.4	64.8	High	Maintained	Good	66.0	67.0	68.0
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	55.6	56.0	60.6	67.8	67.7	67.9	High	Improved	Good	68.0	68.4	68.8
Percentage of students writing four or more Diploma Exams within three years of entering Grade 10.	49.9	50.0	54.4	55.8	58.8	59.0	High	Improved	Good	59.0	59.3	59.6

### Strategies

- Continue to use Assessment for Learning strategies to check learning and to give direction to instruction
- Continue to analyze DIPS and PATS - examine patterns to give direction to revisions in instruction
- Cycle V AISI – Each school will develop an AISI project that centres around Differentiated Instruction strategies
- Bring in Dr. Heacox to present on Differentiated Instruction to start our Cycle V AISI project
- Implement Advanced Placement in English Literature and Calculus in Grade 10 -12 starting with Gr. 10 in 2012
- Provide Academic support classes for students at-risk in Math and English
- Increase student engagement through AISI project
- Implement BYOD (Bring Your Own Device) in 11 piloting teacher's classes
- Offer additional supports for high risk students through partnership with Mental Health Project "Communities Coming Together" – increase our number of behavior support classrooms throughout our Division
- Offer Professional Development and in-service for new curriculum
- Set a climate of high expectations for success and support to reach those high expectations– in addition to present strategies, review and amend Administrative Procedures to reflect those high expectations.
- Increase opportunity to learn and time on task by prioritizing and reducing the number of events that take away from instructional time
- Frequent monitoring of student progress- AISI Project

### Notes:

1. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30. The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
2. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
3. Please note that the rules for Rutherford Scholarships changed in 2008, which increased the number of students eligible for Rutherford Scholarships. The history for the measure has been re-computed to allow for trends to be identified.
4. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

## Goal One: Success for Every Student (continued)

**Outcome:** Students develop competencies for success as engaged thinkers and ethical citizens with an entrepreneurial spirit.

Performance Measure	Results (in percentages)					Target 2012	Evaluation			Targets		
	2008	2009	2010	2011	2012		Achievement	Improvement	Overall	2013	2014	2015
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	79.4	81.0	85.1	84.0	85.1	85.0	Very High	Improved	Excellent	85.5	86.0	86.3
Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.	84.5	77.1	82.8	80.7	83.3	81.0	High	Maintained	Good	83.6	83.9	84.2
<b>Strategies</b> <ul style="list-style-type: none"> <li>• Offer Entrepreneurial class at the High Schools through ADLC</li> <li>• Each Elementary School will continue to run leadership programs with their Gr. 6 students</li> <li>• Middle and High Schools will continue with Student Councils</li> <li>• Use project based pedagogy</li> <li>• Use critical thinking strategies as part of instruction</li> <li>• Implement BYOD (Bring Your Own Device) within 11 piloting classrooms to assist in developing creativity and innovative thinking.</li> <li>• Continue to offer a wide variety of programming through Cyber School</li> <li>• Continue with Off Campus programming in Work Experience/PFO/RAPP</li> <li>• Increase student Engagement through Differentiated Instruction strategies within our AISI Cycle V project</li> <li>• Continue to offer faith formation to all new teaching staff to assist in educating students on moral and ethical values</li> <li>• Scheduled meetings with parish priests and their teams</li> <li>• All extracurricular events hosted by Medicine Hat Catholic begin with prayer</li> <li>• Schools and Central Office provide summaries of service and charity work to schools councils, trustees, parent associations and other stakeholders</li> <li>• Provide a safe and orderly environment – in addition to existing strategies, revise our School Resource Officer schedule to include St. Mary's School</li> <li>• Enhance home-school-parish relations through regular scheduled meetings with REC (Religious Education Committee)</li> <li>• A common Faith Development theme for the entire Division</li> <li>• Reflective of our foundational statements schools will develop service projects for all students</li> <li>• Implement inclusion strategies at all grade levels</li> <li>• Increase the types of Programming at Middle Schools and High School (Fine Arts Excellence Program/Sports Excellence Program/Advanced Placement in English and Calculus/Dual Credit programming in partnership with Medicine Hat College/CTS programming at the Middle Schools</li> </ul>												

Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

## Goal Two: High Quality Education through Collaboration and Innovation

**Outcome:** Effective learning and teaching within caring, respectful, safe and healthy environments.

Performance Measure	Results (in percentages)					Target 2012	Evaluation			Targets		
	2008	2009	2010	2011	2012		Achievement	Improvement	Overall	2013	2014	2015
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.	79.5	83.2	86.3	81.4	82.2	82.0	Very High	Maintained	Excellent	82.6	83.0	83.5
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	89.5	88.9	92.6	91.3	91.8	92.0	Very High	Maintained	Excellent	92.0	92.3	92.6
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	86.8	87.0	90.7	90.2	90.6	91.0	Very High	Maintained	Excellent	91.0	91.3	91.6

### Strategies

- Focus on creating and maintaining a safe and orderly environment (Effective School correlate)
- Continue to Support resource officer placement in schools
- Maintain increased School Resource Officer time at Monsignor McCoy High School / Share time with St. Mary's School
- Continue to work with Medicine Hat Police Service on the Encouraging Positive Informed Choices (EPIC Program)
- Support mental health and family liaison workers in schools
- Review all administrative procedures
- Schools to share best practices for dealing with inappropriate behaviors
- Continue Youth Ministry Advisory Committee as directed through the local Parishes
- Continue to support Middle/High School Mental Health Project "Community Coming Together"
- Implement an Emergency Preparedness Plan for Central Office
- Develop a new Administrative Procedure titled: "Safe and Caring Learning Environments for Students"; in partnership with Bishop Henry and the new School Act addressing the issues relating to Bullying.
- Behaviour Support Classrooms in Elementary, Junior High and Senior High Schools
- Violence Threat-Risk Assessment Training (V-TRA); trained personnel in every school including all Administration
- Crisis Prevention Institute (CPI) Training
- Individual Education Planning Tool pilot in two schools
- Collaborative Planning Circles including Occupational Therapy, Speech Language Pathologist and Alberta Mental Health as part of the school problem-solving team
- Continue supporting collaboration and consultation with Division Psychologist
- Continue delivering Gates McGinite testing in Grade 1 – 9
- Continue Balanced Literacy Initiatives in Elementary schools
- Alberta Initiative for School Improvement – Differentiated Instruction Initiative
- Provide a safe and orderly environment – in addition to present strategies, change the School Resource Officer schedule to include time at St. Mary's school.

Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

## Goal Two: High Quality Education through Collaboration and Innovation (continued)

**Outcome:** The education system demonstrates leadership and collaboration.

Performance Measure	Results (in percentages)					Target 2012	Evaluation			Targets		
	2008	2009	2010	2011	2012		Achievement	Improvement	Overall	2013	2014	2015
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	83.4	79.4	85.4	85.1	82.8	85.5	Very High	Maintained	Excellent	85.0	86.0	86.3
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	75.9	81.2	86.6	86.1	86.0	86.5	Very High	Maintained	Excellent	87.0	87.3	87.6
<b>Strategies</b> <ul style="list-style-type: none"> <li>Review the communications strategy of the Board</li> <li>Meet with stakeholders for feedback on issues of importance</li> <li>Host two town hall meetings</li> <li>Build positive relationships with staff through more staff and school recognition such as a "Sub for a Day" initiative</li> <li>Build positive relationship with local Members of the Alberta Legislature</li> <li>Build positive relationships with local government officials – meet with the new MLA's</li> <li>Provide student voice activities at each school – Speak Out and Tell Them From Me</li> <li>Continue to provide a teacher induction program</li> <li>Implement BYOD (Bring Your Own Device) in 11 piloting classes throughout the Division</li> <li>Frequent monitoring of student progress- <b>AISI Project</b></li> <li>Enhance home-school-parish relations through regular scheduled REC meetings(Religious Education Committee)</li> <li>Implement One-on-One Computer project at St. Michael's (Bow Island)</li> <li>School Success Teams to lead school development planning process</li> <li>Continue to work with support staff through the Board/Support Staff Advisory Committee</li> <li>Continue "professional discussions" at Division Leadership Team Meetings</li> <li>Implement professional discussions at Division Leadership Team Meetings on topics of Professional Development by Administration</li> <li>Improve student recognition through Ambassador of Catholic Education agenda item at Board Meetings</li> <li>Develop a Succession Plan for Administration</li> <li>Develop community partnerships with Medicine Hat College in the areas of CTS and Dual Credits.</li> <li>Offer Advanced Placement programming in English Literature and Calculus.</li> <li>Put LCD screens in the foyer of some of our schools that will communicate events and promote achievement and recognition</li> <li>Run "Lunch and Learn" sessions in partnership with McMann</li> <li>In addition to present strategies, hire a communications/grant writing coordinator to assist in communications and relations with home and parish. (2013-14)</li> <li>Increase opportunity to learn and time on task by prioritizing and reducing the number of events that take away from instructional time</li> <li>Inclusive Education Planning Tool (IEPT) pilot in two schools</li> <li>Collaborative Planning Circles including Occupational Therapist, Speech Language Pathologist and Mental Health as part of the school problem-solving team</li> <li>Continue supporting collaboration and consultation of our Division Psychologist</li> </ul>												

Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

Also report targets and results for all local measures related to Goal 2 (minimum one year of results – authorities are encouraged to provide multi-year results for trend analysis).

## Goal Three: Success for First Nations, Métis and Inuit (FNMI) Students

Outcome: FNMI students are engaged in learning

(Results and evaluations for FNMI measures are required for Public/Separate/Francophone School Authorities only)

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2007	2008	2009	2010	2011	2012	Achievement	Improvement	Overall	2013	2014	2015
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	*	n/a	n/a	n/a	*		*	*	*			
Drop Out Rate - annual dropout rate of students aged 14 to 18	*	*	*	*	0.0		Very High	n/a	n/a			
High school to post-secondary transition rate of students within six years of entering Grade 10.	n/a	n/a	n/a	*	n/a		n/a	n/a	n/a			
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	n/a	n/a	n/a	*		*	*	*			
Percentage of students writing four or more Diploma Exams within three years of entering Grade 10.	*	n/a	n/a	n/a	*		*	*	*			

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2008	2009	2010	2011	2012	2012	Achievement	Improvement	Overall	2013	2014	2015
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	*	*	83.3	73.2	73.9	74.0	Low	Maintained	Issue	75.0	77.0	79.0
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	*	*	13.3	7.3	4.3	8.0	Very Low	Maintained	Concern	10.0	12.0	14.0
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	n/a	n/a	n/a	*	81.3	No target set	Low	n/a	n/a	83.0	84.0	85.0
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	n/a	n/a	n/a	*	6.3	No target set	Very Low	n/a	n/a	8.0	9.0	10.0

## Goal Three: Success for First Nations, Métis and Inuit (FNMI) Students (continued)

**Outcome:** FNMI students are engaged in learning

### Strategies

The Division will send out several communications to parents prior to registration explaining the advantages to the Division of parents self-identifying FNMI status.

**The Division will continue to fund a 0.8 FTE FNMI support teacher. In consultation with Learning Services the supports will include:**

- Building community with the Division FNMI parent population
- Building community with the Division FNMI student population
- Providing expertise in purchasing and developing FNMI curricular resources
- Providing assistance to classroom teachers on the instruction of FNMI topics
- Providing academic support to FNMI students
- Facilitate access to community academic supports for FNMI students. (eg. Medicine Hat College Drop-in Tutor program)
- Working with principals to identify early in the school year FNMI students who are struggling academically
- On-on-one meeting with potential graduates to make sure needs are being met academically, and direct them to FNMI post-secondary resources.
- Tutoring, as well as, directing students to out of school tutoring resources
- Collaborating with teachers and offer DI strategies
- Meeting with or contact parents via phone and make sure that their needs for their child are being met to help them graduate and get to the next step in life.
- Follow up with students who have dropped out of school and offer community resources to them if they so choose not to return to school.
- Culturally explain why some students are or may behave in a certain manner within the classroom environment
- One-on-one and classroom cultural instruction to teachers and students to help the class as a whole understand FNMI topics, issues, and culture in a safe non-judgmental way.
- Meeting with Learning Services Facilitators if it is a concern that a student may need assistance with writing exams.

Authorities with no or very few self-identified FNMI students must refer to strategies in other goals related to infusing Aboriginal perspectives, meeting the diverse needs of students or involving their parents.

### Notes:

1. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 3, 6, 9), Science (Grades 6, 9), French Language Arts (Grades 6, 9), Français (Grades 6, 9). The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
2. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Pure Mathematics 30, Applied Mathematics 30, Biology 30, Science 30. The percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Diploma Examination Participation, High School Completion and High school to Post-secondary Transition rates are based upon a cohort of grade 10 students who are tracked over time.
4. Please note that the rules for Rutherford Scholarships changed in 2008, which increased the number of students eligible for Rutherford Scholarships. The history for the measure has been re-computed to allow for trends to be identified.
5. Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

Also report targets and results for all local authority measures related to Goal 3 (minimum one year of results – authorities are encouraged to provide multi-year results for trend analysis).

In addition, please include targets and results on measures in relation to local goals and outcomes (minimum one year of results – authorities are encouraged to provide multi-year results for trend analysis).



## LEARNING SERVICES ~

### MHCBE Inclusive Education ~ Vision to Action



*"It is not enough merely to affirm the rights of people with disabilities. We must actively work to make them real in the fabric of modern society. Recognizing that individuals with disabilities have a claim to our respect because they are persons, because they share in the one redemption of Christ, and because they contribute to our society by their activity within it, the Church must become an advocate for and with them. It must work to increase the public's sensitivity toward the needs of people with disabilities and support their rightful demand for justice. Moreover, individuals and organizations at every level within the Church should minister to persons with disabilities by serving their personal and social needs." (Pastoral Statement of U.S. Catholic Bishops on People with Disabilities)*

Creating inclusive schools requires shifting practice away from notions of everyone needing to be the same, towards notions that each person is to be valued. Inclusion is a system of policy and practice that embraces diversity as a strength, creates a sense of belonging, equal membership, acceptance, and being valued, and involves fundamental civil rights. Inclusive teaching and learning occurs in natural settings, with appropriate instructional supports, modifications, and accommodations that are meaningful to students and teachers. Inclusion services throughout the school are collaborative and integrated. Schools and local communities need to continuously grow and evolve to meet the changing needs of their populations. This is a dynamic process and priorities and action plans will change in response to the needs of the school community.

Successful implementation is possible when all stakeholders share responsibility. This section outlines priorities, actions and ideas related to enhancing inclusive education approaches at the division, school and individual levels.



### Division Priorities – Learning Services

#### Priority 1: Provide appropriate placement and participation of all students in general education classrooms.

By:

- **First placement consideration for all students** is in the general education classroom.
  - The school-based **Learning Services Support Team** typically includes the student services school facilitator, a school administrator, classroom teacher, the student's parents/guardians and, when applicable, the student. The team may also consist of a variety of specialized service providers including division psychologist, the learning assistance teacher, mental health worker, occupational therapist, physical therapists, speech language pathologist...etc. The team works to develop exemplary practice in

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- inclusion and to promote the planning, development and monitoring of Individual Program Plans (IPPs) for students in all aspects of their learning. When a student requires an IPP, a member of the school-based Learning Services Support Team usually acts as the student's case manager, and coordinates meeting and planning efforts.
    - While most of the students in MHCBE receive their educational programming in general education classrooms, a continuum of services at the school and divisional levels is necessary to meet the wide range of student needs. A divisional priority is to create schools that ensure success for every student and it is the division's belief that this success is grounded in collaboration and relationship building. The school-based Learning Service Support Teams provides service plans for programming to students because they are the ones who best understand the student's environment and needs. When needed, school based teams and division based staff collaborate to ensure student's needs are being met through inclusionary strategies.
  - **Early Childhood Services** – “Providing support for children in an enabling environment where focused intervention can take place in a small group with appropriate peer modeling and interaction is essential.” Alberta Education
    - All children are supported in their neighborhood programs with an emphasis on presenting an inquiry based learning environment.
    - A wrap around model of service provision is followed. Team members include speech-language pathologist, occupational therapist, physical therapist, psychologist, behavior assistant, teacher and parent support staff. The team travels to the child and, in collaboration with the early learning educator, parents and learning assistant, develop strategies for use within the pyramid of intervention.
    - Parents are essential members of the team and help guide the goals being developed for their child.
    - Professional development for parents and staff is an ongoing support.
    - Triple P (Positive Parenting Program) is a program of seminars presented to those families wishing to attend to help families develop effective strategies to use in many environments with their children to lead to a more successful relationship.
  - **Learning Assistance Teachers** (LATs) facilitate membership, participation and learning through providing direct and indirect supports for students on their case loads.
    - Learning Assistance Centers serve as a home base for the Learning Assistance Teacher (LAT). LATs deliver both direct and indirect services to students in a variety of spaces including the general education classroom, common spaces throughout the school, in the community and in the Learning Assistance Center. Direct services to students with disabilities that are delivered in or through the Learning Assistance Center include:
      - Disability related skills that might need attention outside of general education classroom. Not all skills that a student needs to learn are embedded in general education curriculum. Some can be embedded through curriculum overlapping but others may require a more focused approach. The LAT, learning assistant and classroom/subject teacher will work together to ensure that skills learned in the Learning Assistance Center are applied to more general settings as the student begins to master them.
      - There are times when providing specialized instruction to a child in a general education setting may bring unwanted attention to that child. During these times alternative locations will be used.

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- Intensive interventions in areas where the student is significantly behind his age-level peers (particularly in the areas of literacy) may be needed for some students. A priority will be placed on providing these interventions during non-core academic time so the student can continue to participate and benefit from core academics with appropriate modifications.
  - For some students, there are periods of time when the general education classroom cannot reasonably provide the optimal conditions for learning for that student. Students are encouraged to understand and respond to the times when they feel an alternate environment would be more suitable for them to learn in. The Learning Assistance Center, along with other common areas, can serve this purpose for any student.
  - As students get older, there is a need to learn skills within the community setting. It is important to maintain a balance between community learning and learning driven by the Alberta Program of Studies and to look for opportunities related to community learning that can be embedded in courses that follow the program of studies. Assuming that the entire education of any child with a disability must be “functional” is unduly limiting, deadly boring and at its root, ablest.
  - **Implementation of Learning Centers** within schools to support students with specific needs related to learning or behavior/self-regulation.
    - Learning Assistance Centers may also be used for a variety of purposes that will support both the students who are on the LAT’s case list and any other student in the school. The following is a list of some other possible purposes the Learning Assistance Centers may serve dependent on the specific school and the needs of the students in the school:
      - As a space for the Learning Assistance Teacher to collaborate and work with parents, classroom teachers, learning assistants, therapists and other support personnel.
      - As a space to aid in sensory and self-regulation for any student who has this need.
      - As a flexible space for the whole school - reverse integration activities, group work, class work, tutorials, peer tutoring or mentorship programs or meetings, co-teaching space, therapy or specialist group interventions...etc.
      - As a space to provide workshops for students related to learning styles, goal setting, study skills, executive functioning skills, self-advocacy, social skills...etc.
      - Gathering/socializing space for all students during unstructured times of the school day.
      - Modified and adapted material lending resource space.
      - Work space for classroom teachers during the school day.

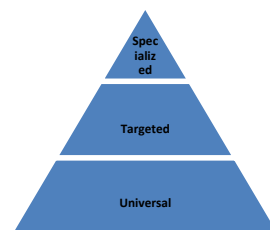
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- **Inclusive Education Facilitator**
    - The Inclusive Learning Facilitator collaborates on the delivery of instructional and social activities that increase inclusive opportunities for **students with multiple complex needs** in their neighborhood schools. This is accomplished by working closely with school staff, families, related service providers, district student services and community agencies/resources.
  - **Providing division-level supports** for inclusion on an as-needed basis that include Associate Superintendent of Learning Services, Division Psychologist, Inclusion Facilitator, FNMI Teacher, ELL Lead Teacher, and Learning Coaches/AISI Lead Teacher.
  - **Specialized Support Personal** (SLP, SLPA, PT, OT, Teacher for the Deaf and Hard of Hearing, Teacher for the Visually Impaired...etc.) collaborating with school staff to provide supports to help individual students to gain access to or participate in their educational programs.
    - A "Collaborative Planning Circle" approach to collaborate to provide supports and services that facilitate participation and learning of individual students.
    - The "Collaborative Planning Circle" (CPC) meeting is a monthly process of dialogue between the multi-discipline partners within a school community. To date CPC partners have included administrators, student services facilitators, learning assistance teachers, division psychologist, occupational therapist, speech language pathologists, director of student services, parents, home support agencies (Next Step), mental health workers, and classroom teachers. The goal of the CPC is to strengthen school based practices and families through collaborative practice and shared expertise. At the CPC this involves a discussion of the strengths as well as the challenges facing the children and families of the school and its community. Through this dialogue the various partners use their expertise and services to "wrap around" the child or family in a manner that will promote growth, capacity and long term life success.
    - Core team members include: Learning Services Facilitator, Principal, Classroom Teacher Mental Health Worker, and Occupational and Speech Therapists. Parent and/or students should be included in the CPC meeting as much as possible.
    - Other members of the team may consist of any of the following (and more) dependent on specific student: Division Psychologist, FNMI Teacher, ELL Lead Teacher, Saamis Immigration Worker, Associate Superintendent of Learning Services, Learning Assistance Teacher, Learning Coach, Extra-curricular Teacher, Learning Assistant, Behaviour Associate, Agency Representatives (CORE, Next Step...etc.), Resource Officer, Priest, FSCD Worker, Physical Therapist, Educator for the Deaf and Hard of Hearing, Educator for the Visual Impaired, SLPA, medical personal, SSCD supports (OT, SLP, Behaviour Consultation)...etc.
    - Rather than bringing a specific student to the Collaborative Planning Circle, teachers may choose to come to the CPC around a small group or whole group challenge with the intention of collaborating related to supports and interventions at the targeted or universal levels.

- **A Continuum of supports and services** available at all schools to ensure that the right supports are provided at the right time.
  - At many schools special education supports and services are delivered in a way that increases the capacity of general education teachers to successfully teach a more diverse population of students. Speech-language pathologists work with teachers to develop graphic organizers and visual tools for learning necessary for some students but beneficial to all students. Physical therapists work with physical education teachers to design games and sports that are naturally inclusive of students who have physical disabilities. Occupational therapists work with teachers to make modifications to environments and materials so that all students can participate. And special education and general education teachers design curriculum and instruction together right from the start so that accommodations and supports are naturally built into lessons.
    - Related services are provided to enable students to participate in and benefit from the general education classroom curriculum and other inclusive activities.
    - Special education staff works almost exclusively within the general education classroom as co-teachers, team-teachers, small group instructors, or one-on-one support teachers *for all students in the class*.
    - Supports are unrelated to *programs* but are provided to individual students where and when they are needed.
    - Students are provided with a means of communication all day long and other students and staff know how to use the device.
    - Assistive technology is provided to promote learning, independence, and self-determination.

## Student Supports within the Pyramid of Interventions – MHCBE

*“A pyramid of intervention does not merely address learning outcomes for special education students; it integrates “special education” and “regular education” into simply “education”. This brings together all staff to improve learning by delivering effective instruction and interventions to all students, without first waiting for them to fail.*

*Adopting this approach is about using the best professional practice and insisting that we do what is best, necessary and right for all students – the right work at the right time.” (Buffum, Mattos & Weber)*



### UNIVERSAL SUPPORTS benefit all students

This tier generally represents core instruction, addresses the needs of approximately 80-90% of students and contains accommodations and strategies that classroom teachers use to support struggling students. These interventions should be available to all students who need them and should be implemented within the general classroom framework. On an ongoing basis, teachers assess students to determine instructional strengths and needs.

Examples of universal supports include classroom instruction (including hands on curriculum and differentiated instruction), collaboration with learning coaches (including DI Coaches, Student Services Facilitators and Learning Assistant Teachers), use of sensory tools, whole class

visual supports, parent volunteers and involvement, administrative support, use of Alberta Education resources and binders to guide practice, incorporating movement breaks and opportunities in to lessons, multi-sensory teaching, team teaching, PD opportunities, programs and classes that focus on building student strengths and talents, whole school character themes, service provider universal interventions (mental health, PT, OT, SLP, FMNI Teacher, ELL Lead Teacher, Psychologist...etc.), team meetings, environmental accommodations, extra-curricular activities (clubs, sports, the arts...etc.), technology, CTS labs, counselors.

### Universal Interventions Include:

- Ongoing classroom assessment (running records, district reading assessment, phonological awareness literacy service, basic reading inventory, math boxes, writing rubrics...etc.)
- Variation in content, process and product in lesson planning
- Use of flexible grouping
- Respectful learning activities (engaging and appropriately challenging)
- Use of research based educational practices
- Proactive, school-wide approach to behavioural interventions
- Cultural responsiveness is part of core instructional programming
- Supplemental instructional materials are used when needed.
- Parent communication and involvement
- Understanding history of student strengths and areas of need
- Use classroom or grade-level volunteers to tutor small groups or individual students
- Collaboration with student services facilitator and administration related to instructional and behavioural strategies
- Meet with specialists (PE, music, art, technology, teacher librarian) for support and suggestions
- Cooperative learning and peer support strategies
- Classroom level “contracts for success” and/or goal-setting
- Implement meta-cognitive strategies throughout lessons
- Use district coaches to model lessons or help plan lessons using differentiation strategies



### TARGETED SUPPORTS benefit students with more specific needs

This tier usually addresses the needs of 10 to 15% of students and contains supplemental supports that are reserved for students who have more significant challenges, whether academic, behavioural, or both. Tier 2 interventions often include assistance from specialists and activities such as tutoring or counseling.

Examples of Targeted Supports: Friendship and Social Skill Groups, use of strategies and supports through CHADS, use of strategies and supports through the FASD clinic, school facilitator collaboration, learning assistant support/intervention, behavior associate support/intervention, modifying lesson delivery and interventions based on Level B assessments, parent link center, use of FMNI teacher, small group interventions, implementation of support plans, modifications and adaptations to lessons, assistive technology use, implementing supports outlined in IPP's, targeting goals outlines in IPPs, K&E

programming, specialist targeted supports (Mental Health, OT, PT, SLP), literacy/math support or tutoring, implement behavior support plans, alternative spaces for learning and regulation.

#### Targeted Interventions Include:

- Utilize Student Services staff to supplement (not supplant) instruction through best practices (e.g., multisensory)
- Provide math and literacy intervention for those struggling with broad-based skills
- Flexible grouping
- Utilize trained volunteers to support small-groups or individuals in a variety of content areas
- Utilize literacy interventions for small-group instruction using best practices such as Balanced Literacy, Success Oriented Achievement Realized (SOAR) or Dynamic Indicators of Basic Early Literacy Skills (DIBELS).
- Provide or support summer school or tutoring opportunities
- See counselor/mental health on short-term basis
- Co-teaching configurations (special education and general education teacher collaboration)



**SPECIALIZED SUPPORTS** benefit the small number of students with sensory, physical, cognitive or behavioural needs that require intensive, individualized interventions

The top tier usually addresses the needs of students with significant academic or behavioural challenges who require more intensive services in a school. This may include individualized services in support spaces or the individualized use of related services.

Examples of Specialized Supports include use of specialized services (psychologists, OT, PT, SLP...etc.), Braille, sign language, addressing medical and basic care needs, case management, learning assistants, assistive technology, visual communication aides, behaviour associates, complex needs cases, physicians for medical diagnosis.

#### Specialized Interventions Include:

- Provide short-term one-on-one counseling with school social worker or psychologist
- Implement intensive behavior support plans based on functional behavioral assessment
- Implement one-on-one intervention/enrichment
- Use student/staff member buddy system where the student meets with the staff member weekly to check on student progress
- Student may be referred to Student Services team for consideration for testing
- Collaboration with outside therapists/medical personnel

*\*Please keep in mind that many of the supports listed above can be applied to more than one level.*





## Division Priorities – Learning Services

### Priority 2: Provide instruction and academic interventions that accommodate all learners.

By:

- **Developing an AISI Differentiated Instruction Focus**

AISI Project Cycle V Guiding Statement: Medicine Hat Catholic Board of Education will maximize learning by supporting teachers in their capacity to assess and deliver differentiated instruction that supports the diverse needs of all students.

**Project Description:**

Within Medicine Hat Catholic Board of Education, we plan to link our journey with Assessment for Learning to Differentiated Instruction so there is alignment between assessment and instructional practices. The division will maximize learning by supporting teachers in their capacity to assess and provide differentiated instruction that supports the diverse needs of all students.

To differentiate instruction, teachers will intentionally plan to make the curriculum, instruction and learning environment meaningful and appropriate for each student. By offering multiple avenues and options for students to access curricular content, process concepts and skills and demonstrate learning, student diversity will be accommodated. This project will support the teachers and the students in the learning environments for all subject areas through learning coaches and professional learning communities. By building on the success of assessment for learning in the past AISI cycles, Differentiated Instruction provides a logical progression to answer the question “now that we know where students are at, how we reach them at their instructional level?” Evidence of increased engagement in student learning and active participation in learning environments will be demonstrated through increased academic achievement and interest in learning.

- Continuing PLC’s at the division and school level
- The use of Learning Coaching Model for job-embedded ongoing professional development – Differentiate Instruction Coaches, Learning Services Facilitators, Learning Assistance Teachers...etc.
- Implementing Literacy Intervention Materials - (Leveled Literacy Intervention for k-3 students)
- Participating in “Literacy for All “and “Literacy and AAC” – Continue to expand on and implement strategies and interventions related to comprehensive literacy and augmentative and alternative communication learning for students with complex communication needs.
- Participating in “Numeracy for All” – Continue to expand and implement strategies and interventions related to comprehensive mathematics instruction for students with complex needs.
- Continuing Literacy Skill Development at High School Level (AARI)
- Building capacity related to eliminating academic barriers through implementing UDL principles, flexible teaching, natural supports, modifications, adaptations and assistive technology.



- 
- Transforming “Learning Assistance Programs” in to “Learning Assistance Centers” and “Learning Assistance Program Teachers” in to “Learning Assistance Teachers” and/or “Inclusive Learning Facilitators” by offering both direct and indirect supports to students who are served through these programs/centers.
  - Continue using the IEPT (Inclusive Education Planning Tool) to create student profiles, and plan and evaluate supports at all levels of intervention. (2 pilot schools)
  - Learning Service Facilitators providing direct and indirect supports for individual students as needed.
    - A Facilitator’s role is to give assistance to classroom teachers and learning assistants, as well as provide short-term interventions to a full range of students with learning and/or behavioural needs. Their aim of the Learning Service’s Facilitator is to:
      - assist classroom teachers in planning, assessing (to level B), adapting, and modifying programs through an understanding of appropriate instructional and assessment techniques
      - facilitate the implementation of programs for students with special needs
      - assist teachers in developing or accessing materials for students with diverse learning needs
      - support teachers in developing the skills to facilitate differentiated instruction within the classroom
      - act as Case Manager or co-Case Manager for low incidence students and for specific high incidence students (as appropriate), which includes planning and facilitating IPP meetings, writing IPPs, and conducting IPP reviews
      - provide short-term intervention for students identified by the School Based Team
      - support early intervention programs
      - assist the School Based Team with the provision of functional behaviour assessments
      - assist other teachers in the development of IPPs and behaviour plans
      - support learning assistants in the development of skills and strategies
      - support the transition process for special needs students
      - provide support in situations requiring crisis management
      - provide support to families with special needs students
      - consult and liaise with parents, classroom teachers, administrators and outside agencies
      - complete necessary paperwork and follow-up referrals to external agencies



## Division Priorities – Learning Services

### Priority 3: Behavioural supports and approaches that are linked to learning, engagement and student empowerment.

**By:**

- Engaging with learning and improvements in relationships are the aims of intervention plans
- Collaborating with specialists (Facilitators, Coaches, OT, SLP, Mental Health...etc.) to address barriers to learning and participation to decrease negative behaviours
- Utilizing approaches that support self-awareness and self-advocacy
- Adopting the Ross Greene Collaborative Problem Solving Approach
- Continuing the Mental Health Capacity Building Project – Communities Coming Together
- Implementing Positive Behaviour Supports models within schools
- Providing Division Psychologist support and in PUF a Behaviour Support Specialist for Behavioural Consults within schools.
- **Supporting Behaviour Support Centers at Schools**

- **Monsignor McCoy – (TLC) The Learning Centre - Philosophy and Overview**

- The *Learning Center* was established to provide students in grades 10 to 12, who meet the criteria, with opportunities to experience success and become well prepared for further studies, citizenship and lifelong learning. The Learning Center supports students who are currently struggling behaviourally to be more successful within the context of the school environment.
- Enrolment in the Learning Center requires each student to have a Success Plan. The plan is a collaborative document that is designed to share key information about a student with staff who work with the child. The plan will be developed with input from the student, staff, parents and outside agencies when applicable.

**Key Elements**

- The foundation for the Learning Center is based upon key elements that are critical to help students with behavioural issues. The elements may have varying degrees of importance based upon the strengths, needs and priorities of a particular student. (Supporting Positive Behaviour in Alberta School).
- Positive relations with staff, peers and parents
- Modified classroom environment that ensures the routines support the opportunity for positive behavior
- Understanding individual student behavior- goals, functions and triggers
- Social skill instruction that provides help to the student to learn acceptable behaviours
- Positive reinforcement that encourages the students to consistently display pro-social behavior
- Fair and predictable consequences

- 
- Collaborative teamwork with all stakeholders
  - Individual success plans
  - **St. Mary's – "HUB" program – Philosophy**
    - Goals**
      - To provide students the opportunity to experience success in the general education classroom, maintain school ties and friends, and participate in extracurricular activities.
      - To provide an environment that supports the student so that he or she is able to be successful in the general education classroom.
    - Strategies**
      - Provide a small group setting when student is struggling with classroom activities to complete school work assignments.
      - Allow opportunity to work on problem solving skills that help students learn acceptable alternatives to inappropriate behavior and work habits.
      - Provide students opportunities built into the timetable to learn and practice social skills, anger management, and friendship-making skills,
      - Monitor progress in student behavior through term reports, anecdotal checklist, and team collaboration meetings.
      - To provide the student with the opportunity to build a positive attitude towards school.
      - Provide Mental Health support and individual one-on-one therapy.
      - Involve parents in the child's education plan, meeting throughout the year to keep communication open on student progress and discuss effective strategies.
      - Provide wrap-around services
  - **Notre Dame – "P.A.S.E." *Pursue Achievement through Self-Discipline and Education- Philosophy - "Working together to support students in schools."***
    - This program will provide students with positive social, emotional and behavioural support to promote a safe and caring environment to better meet the diverse learning needs of all students. Students will learn resiliency skills to guide and support personal goal setting reinforcing their ability to self-regulate and assess personal efforts. This collaborative model advocates a collective responsibility for the success of each student.
  - **Mother Teresa School and St. Louis School**
    - Two pilot Academic/Behaviour Support classrooms:
      - Designed to provide a space for student self-regulation, social skill development both individually and in group sessions as well as providing support for students who need more time to finish work or that have missed a class.

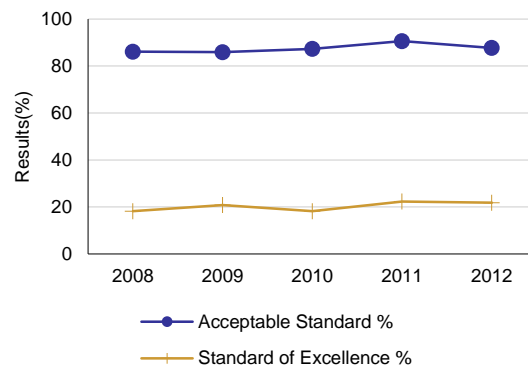
## Provincial Achievement Test Results – Measure Detail

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2008		2009		2010		2011		2012		2012	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 3	Authority	94.6	18.3	92.4	15.7	89.1	23.1	92.0	17.1	92.8	21.6	92.5	17.5
	Province	80.1	16.1	81.3	18.2	81.6	19.5	81.8	17.5	81.9	20.4		
French Language Arts 3	Authority	n/a	n/a	86.7	6.7	55.0	0.0	100.0	30.0	100.0	7.7	100	30.3
	Province	n/a	n/a	83.8	15.8	84.1	16.3	80.6	15.8	82.1	14.5		
Francais 3	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Province	n/a	n/a	82.5	16.3	86.4	16.3	84.2	18.6	82.3	12.5		
Mathematics 3	Authority	n/a	n/a	n/a	n/a	n/a	n/a	83.9	29.6	89.7	34.0	84.5	30.0
	Province	n/a	n/a	n/a	n/a	n/a	n/a	77.4	26.0	76.8	25.5		
English Language Arts 6	Authority	90.1	23.5	90.1	19.8	90.9	17.0	94.0	15.2	94.4	17.3	94.4	15.5
	Province	81.1	21.0	81.8	18.9	83.3	18.9	83.0	18.5	82.7	17.8		
French Language Arts 6	Authority	n/a	n/a	88.2	17.6	70.0	0.0	87.5	12.5	100.0	8.3	88.0	13.0
	Province	87.7	14.2	91.5	15.9	88.3	15.9	89.4	17.1	89.3	17.2		
Français 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Province	94.3	17.1	92.6	18.7	91.3	18.3	92.2	17.6	91.0	21.9		
Mathematics 6	Authority	n/a	n/a	n/a	n/a	n/a	n/a	85.2	21.2	81.1	17.9	85.5	21.5
	Province	n/a	n/a	n/a	n/a	n/a	n/a	73.7	17.8	74.7	16.6		
Science 6	Authority	85.2	25.9	88.1	28.1	83.4	19.1	90.4	36.9	82.7	37.8	90.7	37.0
	Province	74.8	24.1	76.5	24.8	76.8	26.4	76.2	25.0	77.8	28.2		
Social Studies 6	Authority	n/a	n/a	n/a	n/a	75.9	13.3	81.2	21.2	77.0	18.9	81.5	21.5
	Province	n/a	n/a	n/a	n/a	71.0	16.4	71.1	18.5	73.2	19.5		
English Language Arts 9	Authority	88.0	13.0	81.7	17.8	93.0	15.7	91.8	22.1	85.9	16.5	92.0	22.5
	Province	76.5	14.8	78.7	14.7	79.3	15.0	79.1	16.3	77.4	16.4		
English Lang Arts 9 KAE	Authority	n/a	n/a	n/a	n/a	83.3	8.3	82.4	11.8	66.7	0.0	83.0	12.3
	Province	n/a	n/a	n/a	n/a	66.8	7.8	67.2	7.9	61.4	5.8		
French Language Arts 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	91.7	0.0	n/a	n/a
	Province	84.5	12.4	81.8	10.3	86.1	12.4	88.8	15.0	87.5	12.2		
Français 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Province	84.8	11.7	85.6	12.9	84.3	12.7	90.2	15.8	84.6	16.1		
Mathematics 9	Authority	n/a	n/a	n/a	n/a	n/a	n/a	70.8	9.7	70.9	9.2	71.5	10.0
	Province	n/a	n/a	n/a	n/a	n/a	n/a	66.1	17.3	66.5	17.8		
Mathematics 9 KAE	Authority	n/a	n/a	n/a	n/a	100.0	50.0	70.6	11.8	53.3	13.3	71.0	12.3
	Province	n/a	n/a	n/a	n/a	65.6	15.3	64.9	14.9	62.4	15.4		
Science 9	Authority	71.2	8.4	72.9	20.6	80.7	16.0	84.1	19.0	82.0	18.4	84.5	19.5
	Province	69.3	13.0	72.2	15.8	73.6	17.7	74.9	20.8	74.2	22.4		
Science 9 KAE	Authority	n/a	n/a	n/a	n/a	100.0	33.3	88.2	5.9	53.3	0.0	88.5	6.4
	Province	n/a	n/a	n/a	n/a	67.2	14.3	69.5	15.3	67.9	17.3		
Social Studies 9	Authority	n/a	n/a	n/a	n/a	82.9	18.7	84.6	27.7	72.3	14.6	85.0	28.0
	Province	n/a	n/a	n/a	n/a	68.9	18.8	67.2	19.0	68.9	19.1		
Social Studies 9 KAE	Authority	n/a	n/a	n/a	n/a	90.0	20.0	88.2	0.0	66.7	13.3	88.5	5.0
	Province	n/a	n/a	n/a	n/a	64.6	15.7	61.9	13.6	63.5	13.9		

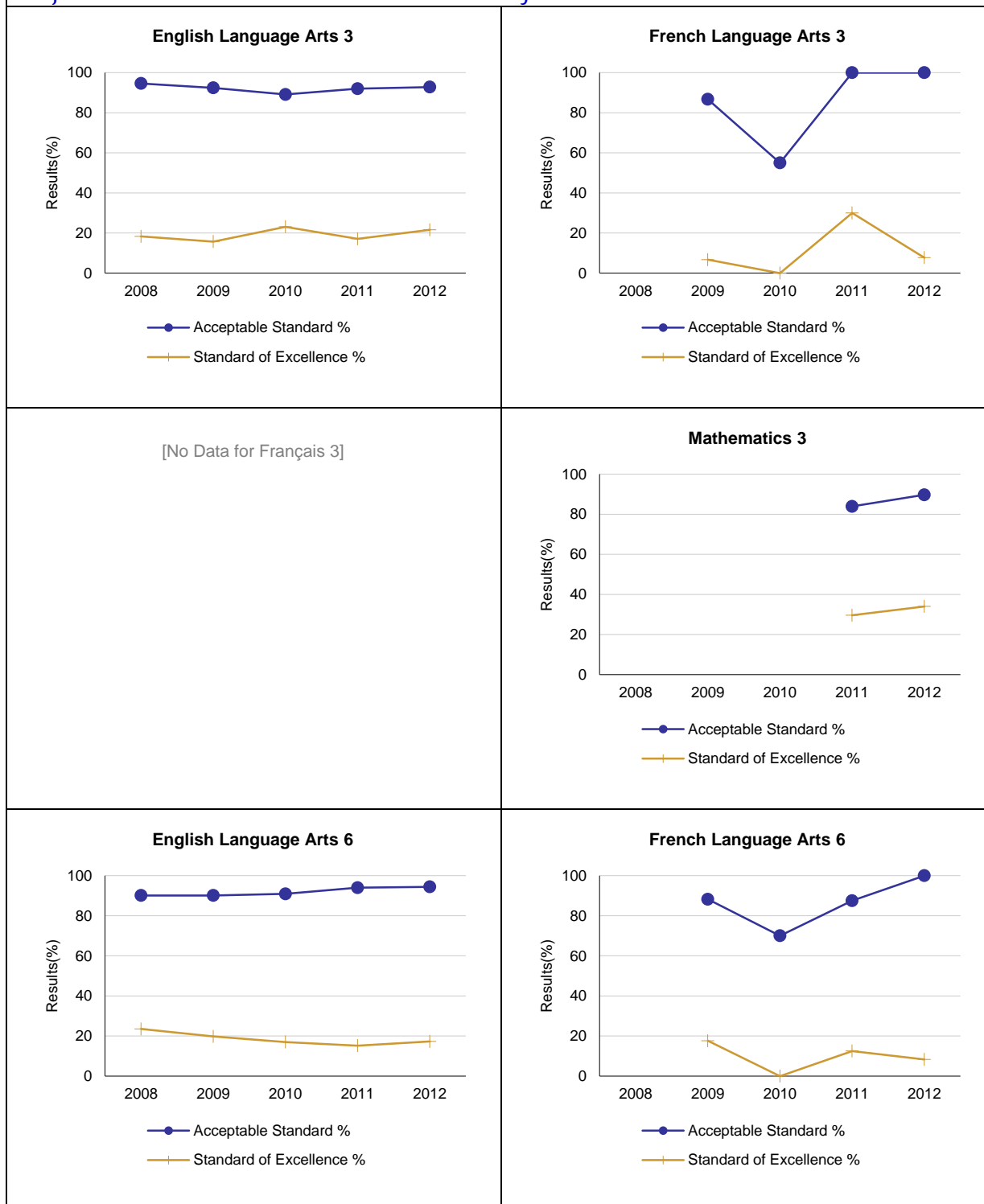
Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

"A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

Graph of Overall Provincial Achievement Test Results (optional)

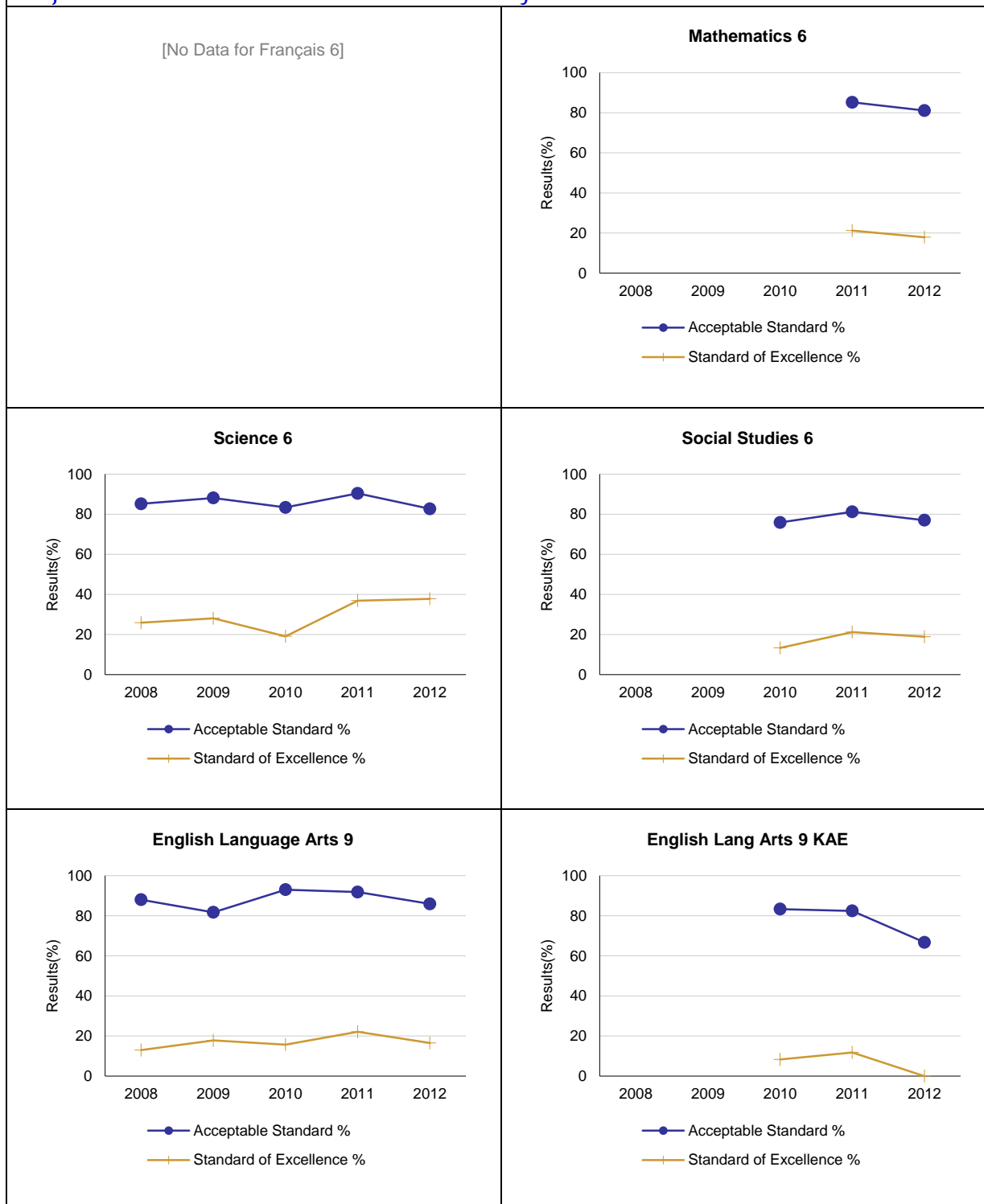


## Graph of Provincial Achievement Test Results by Course



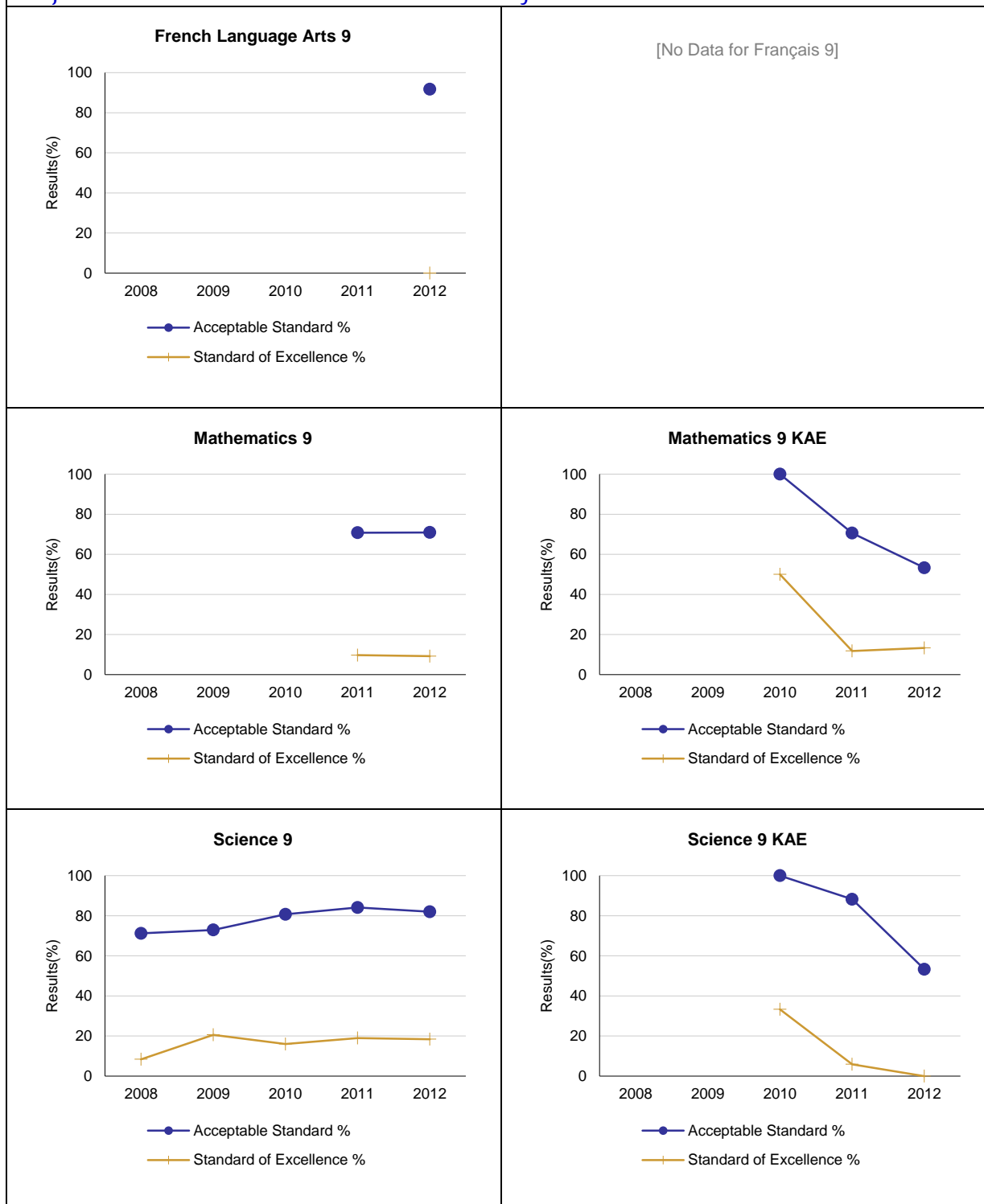
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## Graph of Provincial Achievement Test Results by Course



Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

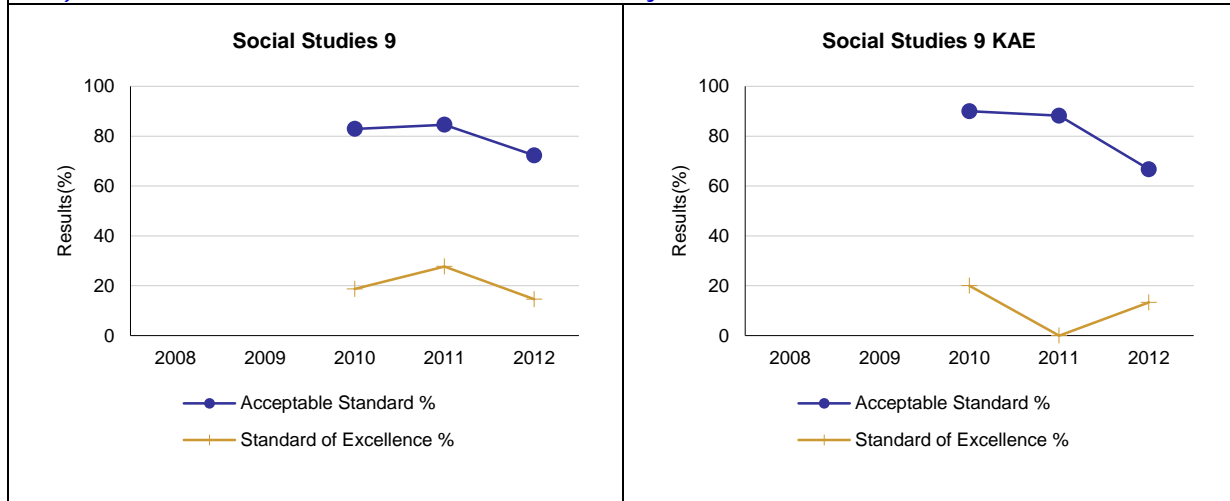
## Graph of Provincial Achievement Test Results by Course



Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).



## Graph of Provincial Achievement Test Results by Course



Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

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

		Medicine Hat CSRD No. 20								Alberta			
		Achievement	Improvement	Overall	2012		Prev 3 Yr Avg		2012		Prev 3 Yr Avg		
Course	Measure				N	%	N	%	N	%	N	%	
English Language Arts 3	Acceptable Standard	High	Maintained	Good	194	92.8	209	91.2	44,689	81.9	42,242	81.6	
	Standard of Excellence	Very High	Maintained	Excellent	194	21.6	209	18.6	44,689	20.4	42,242	18.4	
French Language Arts 3	Acceptable Standard	Very High	Improved	Excellent	13	100.0	15	80.6	3,378	82.1	3,091	82.8	
	Standard of Excellence	Low	Maintained	Issue	13	7.7	15	12.2	3,378	14.5	3,091	16.0	
Francais 3	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	502	82.3	524	84.4	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	502	12.5	524	17.1	
Mathematics 3	Acceptable Standard	n/a	Improved	n/a	194	89.7	199	83.9	44,689	76.8	42,957	77.4	
	Standard of Excellence	n/a	Maintained	n/a	194	34.0	199	29.6	44,689	25.5	42,957	26.0	
English Language Arts 6	Acceptable Standard	Very High	Improved	Excellent	196	94.4	248	91.7	43,170	82.7	43,453	82.7	
	Standard of Excellence	Intermediate	Maintained	Acceptable	196	17.3	248	17.3	43,170	17.8	43,453	18.8	
French Language Arts 6	Acceptable Standard	Very High	Improved	Excellent	12	100.0	14	81.9	2,592	89.3	2,435	89.7	
	Standard of Excellence	Intermediate	Maintained	Acceptable	12	8.3	14	10.0	2,592	17.2	2,435	16.3	
Français 6	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	465	91.0	443	92.0	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	465	21.9	443	18.2	
Mathematics 6	Acceptable Standard	n/a	Declined	n/a	196	81.1	250	85.2	43,170	74.7	43,539	73.7	
	Standard of Excellence	n/a	Maintained	n/a	196	17.9	250	21.2	43,170	16.6	43,539	17.8	
Science 6	Acceptable Standard	Intermediate	Declined	Issue	196	82.7	248	87.3	43,073	77.8	43,389	76.5	
	Standard of Excellence	Very High	Improved Significantly	Excellent	196	37.8	248	28.0	43,073	28.2	43,389	25.4	
Social Studies 6	Acceptable Standard	n/a	Maintained	n/a	196	77.0	246	78.6	43,170	73.2	43,569	71.1	
	Standard of Excellence	n/a	Maintained	n/a	196	18.9	246	17.2	43,170	19.5	43,569	17.5	
English Language Arts 9	Acceptable Standard	High	Maintained	Good	206	85.9	183	88.8	42,309	77.4	43,450	79.0	
	Standard of Excellence	High	Maintained	Good	206	16.5	183	18.5	42,309	16.4	43,450	15.3	
English Lang Arts 9 KAE	Acceptable Standard	n/a	Declined	n/a	15	66.7	15	82.8	1,654	61.4	1,597	67.0	
	Standard of Excellence	n/a	Declined	n/a	15	0.0	15	10.0	1,654	5.8	1,597	7.8	
French Language Arts 9	Acceptable Standard	Intermediate	n/a	n/a	12	91.7	n/a	n/a	2,344	87.5	2,332	85.6	
	Standard of Excellence	Very Low	n/a	n/a	12	0.0	n/a	n/a	2,344	12.2	2,332	12.6	
Français 9	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	311	84.6	331	86.7	
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	311	16.1	331	13.8	
Mathematics 9	Acceptable Standard	n/a	Maintained	n/a	206	70.9	195	70.8	41,909	66.5	42,538	66.1	
	Standard of Excellence	n/a	Maintained	n/a	206	9.2	195	9.7	41,909	17.8	42,538	17.3	
Mathematics 9 KAE	Acceptable Standard	n/a	Declined	n/a	15	53.3	17	85.3	1,941	62.4	1,915	65.2	
	Standard of Excellence	n/a	Declined	n/a	15	13.3	17	30.9	1,941	15.4	1,915	15.1	
Science 9	Acceptable Standard	Very High	Maintained	Excellent	206	82.0	184	79.3	42,307	74.2	43,288	73.6	
	Standard of Excellence	Very High	Maintained	Excellent	206	18.4	184	18.5	42,307	22.4	43,288	18.1	
Science 9 KAE	Acceptable Standard	n/a	Declined Significantly	n/a	15	53.3	13	94.1	1,574	67.9	1,556	68.3	
	Standard of Excellence	n/a	Declined	n/a	15	0.0	13	19.6	1,574	17.3	1,556	14.8	
Social Studies 9	Acceptable Standard	n/a	Declined Significantly	n/a	206	72.3	191	83.8	42,429	68.9	43,449	68.1	
	Standard of Excellence	n/a	Declined Significantly	n/a	206	14.6	191	23.2	42,429	19.1	43,449	18.9	
Social Studies 9 KAE	Acceptable Standard	n/a	Declined	n/a	15	66.7	14	89.1	1,588	63.5	1,565	63.2	
	Standard of Excellence	n/a	Maintained	n/a	15	13.3	14	10.0	1,588	13.9	1,565	14.6	

## 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.

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Language Arts 3	Acceptable Standard	0.00 - 72.53	72.53 - 80.49	80.49 - 89.12	89.12 - 93.04	93.04 - 100.00
	Standard of Excellence	0.00 - 6.06	6.06 - 11.35	11.35 - 16.93	16.93 - 20.27	20.27 - 100.00
French Language Arts 3	Acceptable Standard	0.00 - 60.68	60.68 - 77.74	77.74 - 88.22	88.22 - 94.88	94.88 - 100.00
	Standard of Excellence	0.00 - 3.31	3.31 - 8.38	8.38 - 17.31	17.31 - 25.31	25.31 - 100.00
English Language Arts 6	Acceptable Standard	0.00 - 67.95	67.95 - 78.40	78.40 - 86.09	86.09 - 91.37	91.37 - 100.00
	Standard of Excellence	0.00 - 6.83	6.83 - 11.65	11.65 - 17.36	17.36 - 22.46	22.46 - 100.00
French Language Arts 6	Acceptable Standard	0.00 - 41.69	41.69 - 73.54	73.54 - 92.32	92.32 - 97.93	97.93 - 100.00
	Standard of Excellence	0.00 - 2.72	2.72 - 8.13	8.13 - 15.29	15.29 - 23.86	23.86 - 100.00
Science 6	Acceptable Standard	0.00 - 60.36	60.36 - 78.51	78.51 - 86.46	86.46 - 90.64	90.64 - 100.00
	Standard of Excellence	0.00 - 11.74	11.74 - 17.42	17.42 - 25.34	25.34 - 34.31	34.31 - 100.00
English Language Arts 9	Acceptable Standard	0.00 - 63.55	63.55 - 75.66	75.66 - 83.70	83.70 - 90.27	90.27 - 100.00
	Standard of Excellence	0.00 - 5.96	5.96 - 9.43	9.43 - 14.72	14.72 - 20.46	20.46 - 100.00
French Language Arts 9	Acceptable Standard	0.00 - 67.59	67.59 - 81.33	81.33 - 92.06	92.06 - 97.26	97.26 - 100.00
	Standard of Excellence	0.00 - 1.67	1.67 - 6.81	6.81 - 17.11	17.11 - 28.68	28.68 - 100.00
Science 9	Acceptable Standard	0.00 - 50.57	50.57 - 60.14	60.14 - 72.50	72.50 - 76.89	76.89 - 100.00
	Standard of Excellence	0.00 - 3.39	3.39 - 6.71	6.71 - 11.81	11.81 - 15.85	15.85 - 100.00

Notes:

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%.

Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in tests.

### 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.

	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

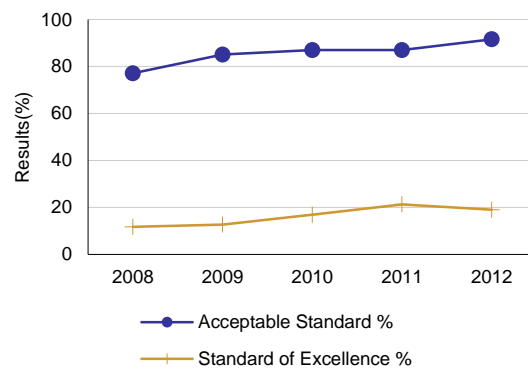
## Diploma Examination Results – Measure Detail

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2008		2009		2010		2011		2012		2012	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Authority	83.9	10.2	81.1	5.7	91.0	6.3	86.7	5.8	87.5	11.1		
	Province	87.1	15.5	86.1	12.3	85.1	10.1	84.4	10.1	86.0	11.3		
English Lang Arts 30-2	Authority	89.7	5.9	89.7	1.7	89.2	14.9	100.0	29.9	98.5	19.7		
	Province	88.9	8.8	88.2	8.5	88.8	9.8	88.6	9.1	89.5	10.7		
French Lang Arts 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	94.9	24.5	95.1	18.9	93.7	16.3	95.3	14.3	95.5	13.4		
Français 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	98.5	25.4	94.7	33.1	94.2	15.6	93.8	20.1	96.5	19.0		
Pure Mathematics 30	Authority	71.6	17.9	82.1	23.9	89.3	22.6	86.6	34.1	93.2	31.8		
	Province	81.3	25.8	82.1	26.3	82.9	29.7	81.0	28.7	81.8	27.1		
Applied Mathematics 30	Authority	72.5	15.7	82.0	8.0	81.0	6.3	84.8	9.1	89.8	6.1		
	Province	76.4	10.7	79.4	13.5	77.3	12.6	74.3	9.8	75.6	10.3		
Social Studies 30	Authority	88.8	18.0	88.3	16.9	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	84.7	21.5	84.2	21.4	67.8	10.4	69.7	12.1	n/a	n/a		
Social Studies 30-1	Authority	n/a	n/a	n/a	n/a	91.3	16.3	87.4	6.7	100.0	30.4		
	Province	n/a	n/a	n/a	n/a	84.5	16.1	82.8	14.9	86.2	16.7		
Social Studies 33	Authority	85.9	14.1	92.9	20.0	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	85.3	18.9	85.6	20.2	76.4	11.5	69.0	21.4	n/a	n/a		
Social Studies 30-2	Authority	n/a	n/a	n/a	n/a	84.6	10.3	92.1	26.3	91.5	19.1		
	Province	n/a	n/a	n/a	n/a	85.0	13.7	85.6	15.9	83.1	13.7		
Biology 30	Authority	65.9	13.4	90.5	28.6	83.8	31.3	81.3	30.4	90.0	25.6		
	Province	82.3	26.3	83.0	26.6	81.4	28.1	81.9	29.8	81.8	28.1		
Chemistry 30 Old	Authority	80.8	23.1	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	89.2	39.2	77.6	19.5	87.5	37.5	n/a	n/a	n/a	n/a		
Chemistry 30	Authority	n/a	n/a	65.9	12.9	76.7	20.0	77.9	23.4	84.0	40.7		
	Province	n/a	n/a	76.3	27.7	79.0	29.9	75.1	27.7	76.7	28.4		
Physics 30 Old	Authority	80.5	19.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	85.7	32.0	74.4	25.6	75.0	25.0	n/a	n/a	n/a	n/a		
Physics 30	Authority	n/a	n/a	78.3	15.2	81.1	18.9	92.5	45.0	94.6	43.2		
	Province	n/a	n/a	79.3	23.1	73.9	20.3	76.7	27.7	81.0	30.3		
Science 30	Authority	66.7	0.0	94.4	5.6	66.7	33.3	n/a	n/a	n/a	n/a		
	Province	88.6	21.6	86.0	20.9	80.1	22.8	80.4	21.0	79.8	22.0		

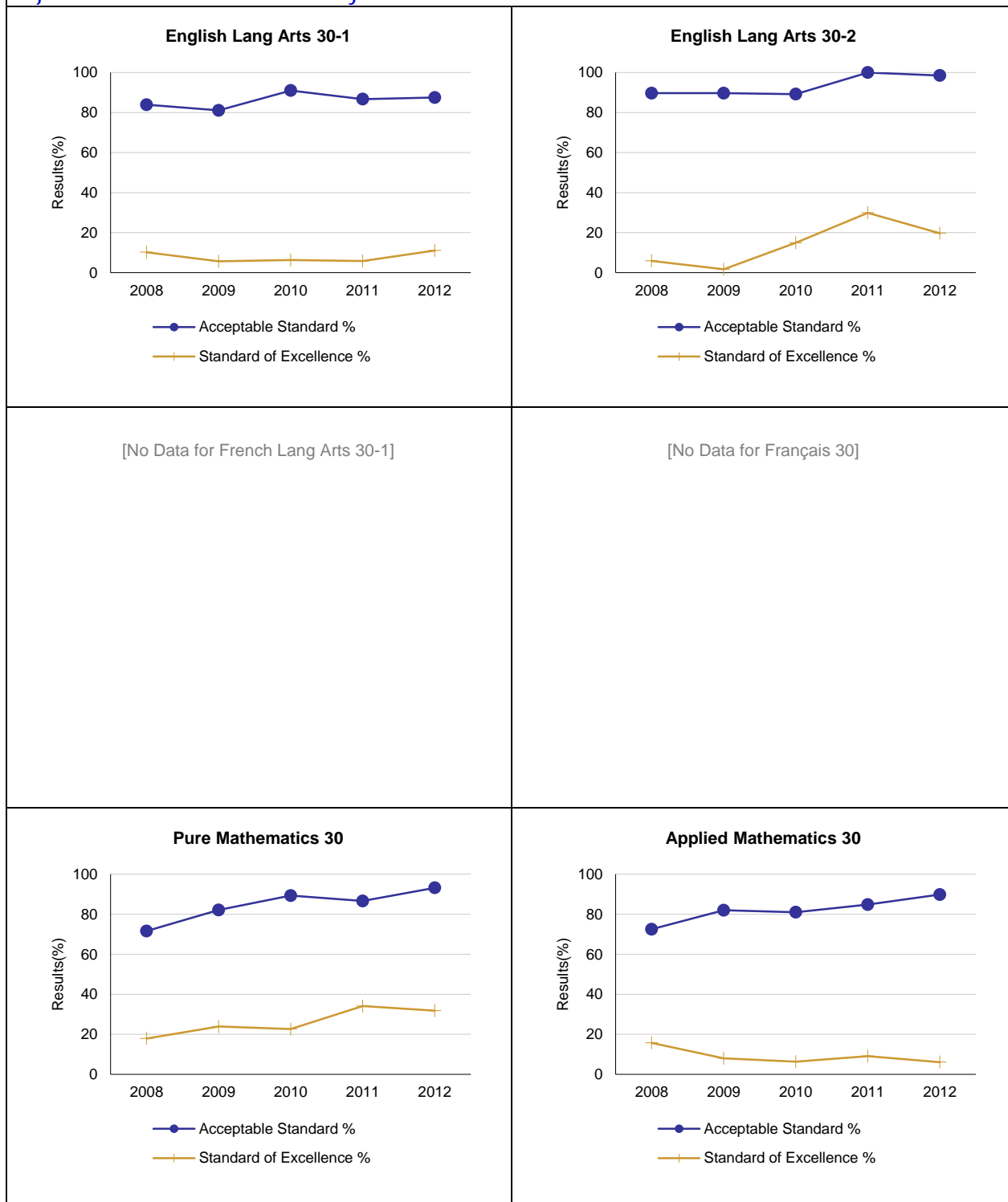
Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

"A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.

Graph of Diploma Examination Results – Overall (optional)



## Diploma Examination Results by Course

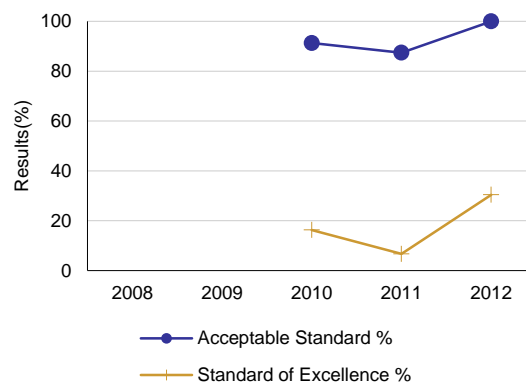


Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

## Diploma Examination Results by Course

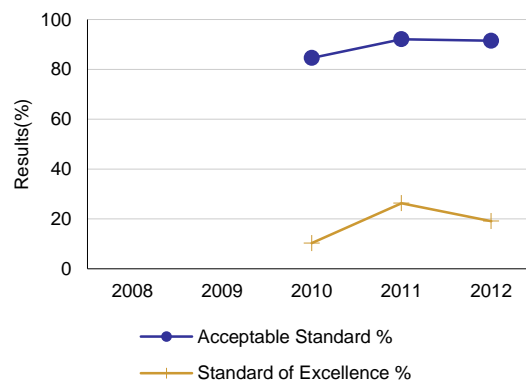
[No Data for Social Studies 30]

**Social Studies 30-1**

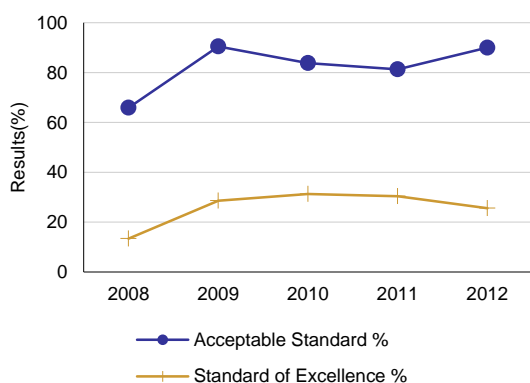


[No Data for Social Studies 33]

**Social Studies 30-2**



**Biology 30**



[No Data for Chemistry 30 Old]

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

## Diploma Examination Results by Course



Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).



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

		Medicine Hat CSRD No. 20							Alberta			
		Achievement	Improvement	Overall	2012		Prev 3 Yr Avg		2012		Prev 3 Yr Avg	
Course	Measure				N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Low	Maintained	Issue	72	87.5	112	86.3	29,328	86.0	28,848	85.2
	Standard of Excellence	Low	Improved	Acceptable	72	11.1	112	5.9	29,328	11.3	28,848	10.8
English Lang Arts 30-2	Acceptable Standard	Very High	Improved	Excellent	66	98.5	66	92.9	14,554	89.5	14,112	88.5
	Standard of Excellence	Very High	Maintained	Excellent	66	19.7	66	15.5	14,554	10.7	14,112	9.1
French Lang Arts 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,208	95.5	1,279	94.7
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	1,208	13.4	1,279	16.5
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	142	96.5	144	94.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	142	19.0	144	22.9
Pure Mathematics 30	Acceptable Standard	Very High	Improved	Excellent	44	93.2	78	86.0	21,691	81.8	22,716	82.0
	Standard of Excellence	High	Maintained	Good	44	31.8	78	26.9	21,691	27.1	22,716	28.2
Applied Mathematics 30	Acceptable Standard	Intermediate	Improved	Good	49	89.8	60	82.6	9,991	75.6	10,625	77.0
	Standard of Excellence	Low	Maintained	Issue	49	6.1	60	7.8	9,991	10.3	10,625	12.0
Social Studies 30-1	Acceptable Standard	n/a	Improved Significantly	n/a	46	100.0	112	89.4	23,487	86.2	23,544	83.7
	Standard of Excellence	n/a	Improved Significantly	n/a	46	30.4	112	11.5	23,487	16.7	23,544	15.5
Social Studies 30-2	Acceptable Standard	n/a	Maintained	n/a	94	91.5	77	88.4	17,193	83.1	15,720	85.3
	Standard of Excellence	n/a	Maintained	n/a	94	19.1	77	18.3	17,193	13.7	15,720	14.8
Biology 30	Acceptable Standard	Very High	Maintained	Excellent	90	90.0	91	85.2	23,299	81.8	22,083	82.1
	Standard of Excellence	Intermediate	Maintained	Acceptable	90	25.6	91	30.1	23,299	28.1	22,083	28.2
Chemistry 30	Acceptable Standard	High	Improved	Good	81	84.0	84	73.5	19,926	76.7	18,365	76.8
	Standard of Excellence	Very High	Improved Significantly	Excellent	81	40.7	84	18.8	19,926	28.4	18,365	28.4
Physics 30	Acceptable Standard	Very High	Improved	Excellent	37	94.6	46	84.0	10,562	81.0	10,364	76.6
	Standard of Excellence	Very High	Improved	Excellent	37	43.2	46	26.4	10,562	30.3	10,364	23.7
Science 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	12	80.6	5,873	79.8	4,808	82.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	12	19.4	5,873	22.0	4,808	21.6

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.

## 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.

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Lang Arts 30-1	Acceptable Standard	0.00 - 83.76	83.76 - 92.02	92.02 - 95.13	95.13 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 6.22	6.22 - 13.46	13.46 - 20.88	20.88 - 27.39	27.39 - 100.00
English Lang Arts 30-2	Acceptable Standard	0.00 - 70.83	70.83 - 82.43	82.43 - 90.72	90.72 - 96.00	96.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 3.13	3.13 - 8.65	8.65 - 11.61	11.61 - 100.00
French Lang Arts 30-1	Acceptable Standard	0.00 - 77.27	77.27 - 93.33	93.33 - 100.00	100.00 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.49	5.49 - 19.84	19.84 - 28.00	28.00 - 100.00
Pure Mathematics 30	Acceptable Standard	0.00 - 54.07	54.07 - 76.74	76.74 - 86.06	86.06 - 92.18	92.18 - 100.00
	Standard of Excellence	0.00 - 6.15	6.15 - 18.46	18.46 - 29.38	29.38 - 34.62	34.62 - 100.00
Applied Mathematics 30	Acceptable Standard	0.00 - 73.06	73.06 - 80.94	80.94 - 90.03	90.03 - 91.69	91.69 - 100.00
	Standard of Excellence	0.00 - 4.57	4.57 - 10.29	10.29 - 16.08	16.08 - 23.77	23.77 - 100.00
Biology 30	Acceptable Standard	0.00 - 67.51	67.51 - 78.03	78.03 - 85.82	85.82 - 89.41	89.41 - 100.00
	Standard of Excellence	0.00 - 12.33	12.33 - 19.00	19.00 - 25.60	25.60 - 30.05	30.05 - 100.00
Chemistry 30	Acceptable Standard	0.00 - 37.40	37.40 - 64.26	64.26 - 77.96	77.96 - 85.58	85.58 - 100.00
	Standard of Excellence	0.00 - 6.52	6.52 - 16.78	16.78 - 27.40	27.40 - 34.23	34.23 - 100.00
Physics 30	Acceptable Standard	0.00 - 46.89	46.89 - 65.43	65.43 - 79.07	79.07 - 84.34	84.34 - 100.00
	Standard of Excellence	0.00 - 4.05	4.05 - 11.60	11.60 - 21.19	21.19 - 30.24	30.24 - 100.00
Science 30	Acceptable Standard	0.00 - 76.11	76.11 - 83.33	83.33 - 91.76	91.76 - 97.14	97.14 - 100.00
	Standard of Excellence	0.00 - 6.98	6.98 - 11.36	11.36 - 21.80	21.80 - 36.81	36.81 - 100.00

Notes:

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%.

Achievement Evaluation is not calculated for courses that do not have sufficient data available, either due to too few jurisdictions offering the course or because of changes in examinations.

### 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

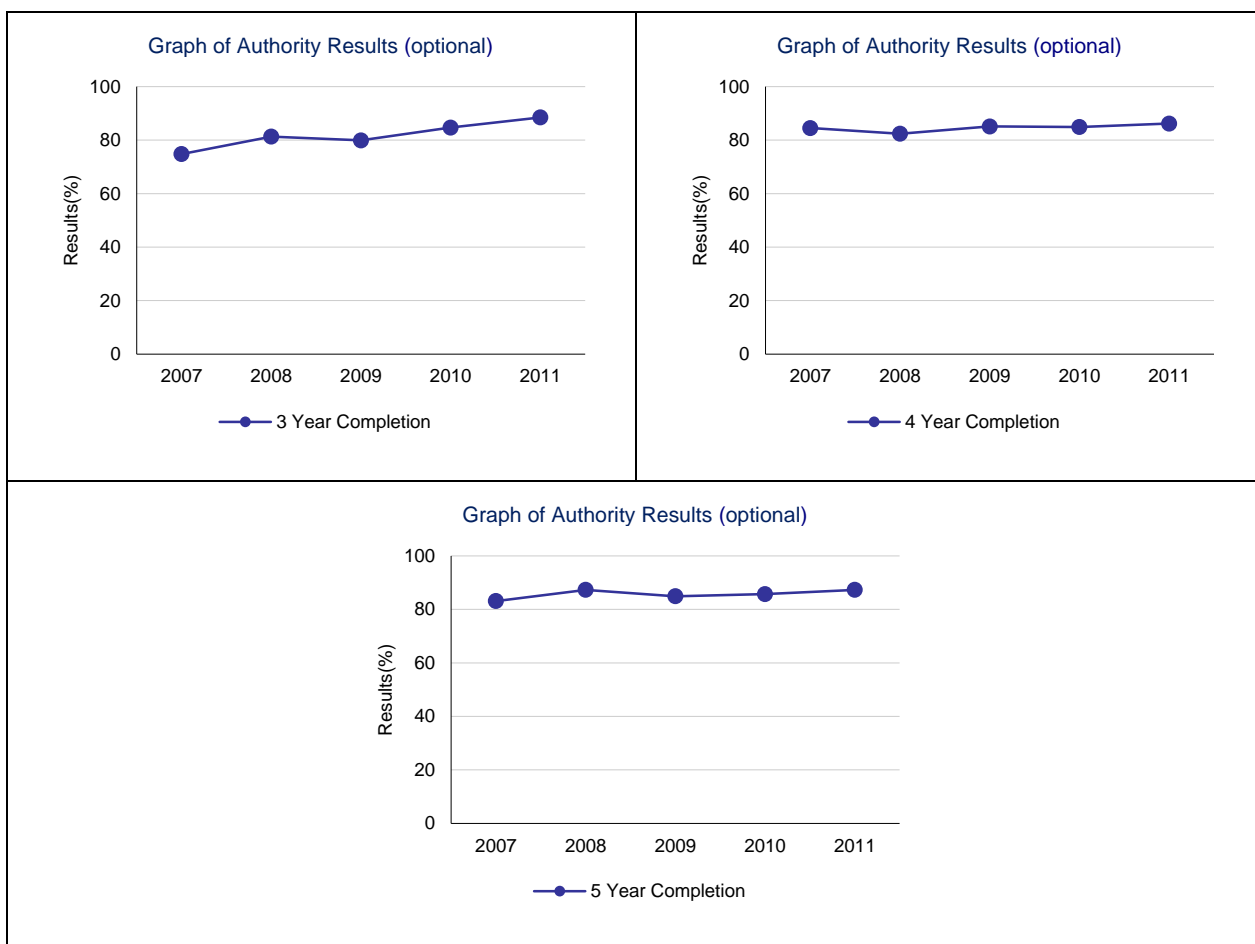
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	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

## 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.

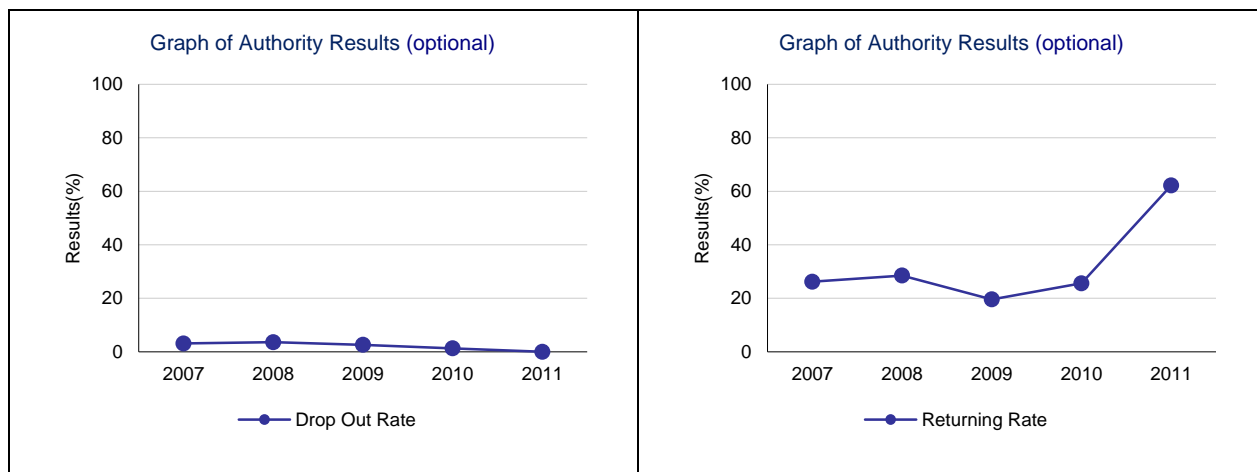
	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
3 Year Completion	74.8	81.3	79.9	84.7	88.5	71.1	70.8	71.5	72.6	74.1
4 Year Completion	84.5	82.4	85.1	84.9	86.2	76.1	76.3	76.1	76.9	78.1
5 Year Completion	83.1	87.3	84.9	85.7	87.3	78.9	78.7	79.0	79.0	79.6



Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

## Drop Out Rate – Measure Details

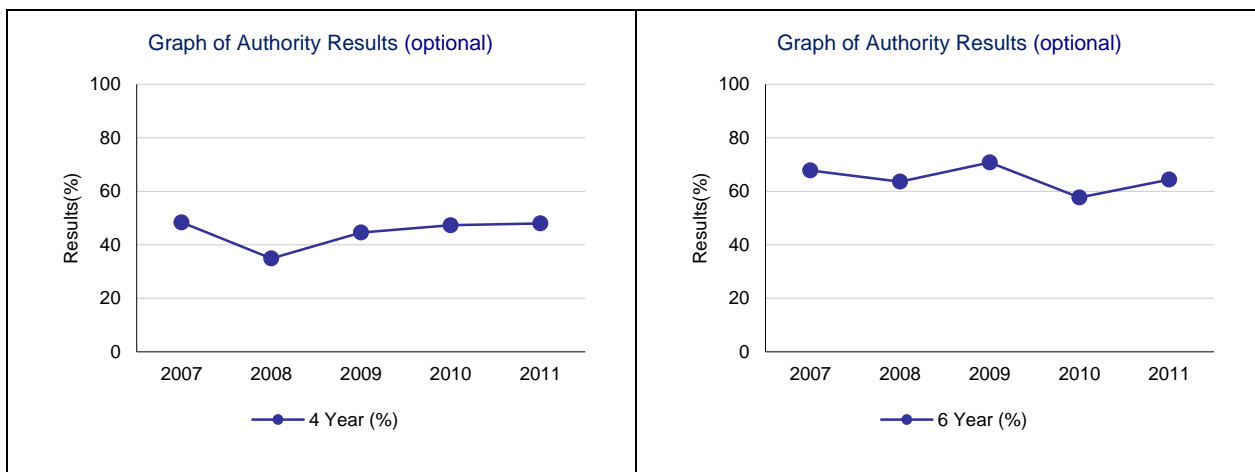
Drop Out Rate - annual dropout rate of students aged 14 to 18										
	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Drop Out Rate	3.1	3.6	2.6	1.3	0.0	5.0	4.8	4.3	4.2	3.2
Returning Rate	26.2	28.5	19.6	25.6	62.2	21.3	19.8	23.5	27.9	23.4



Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

## High School to Post-secondary Transition Rate – Measure Details

High school to post-secondary transition rate of students within four and six years of entering Grade 10.										
	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
4 Year Rate	48.4	34.9	44.6	47.3	48.0	38.7	38.9	37.5	37.8	38.2
6 Year Rate	67.8	63.6	70.8	57.7	64.4	58.8	59.2	59.8	59.3	58.4

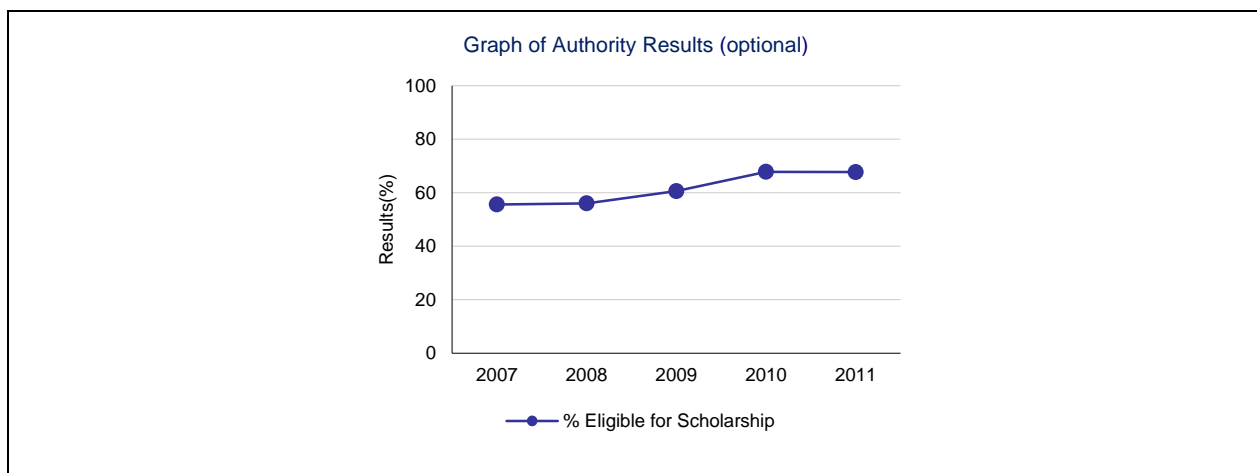


Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

## Rutherford Eligibility Rate – Measure Details

Percentage of Grade 12 students eligible for a Rutherford Scholarship.										
	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
Rutherford Scholarship Eligibility Rate (Revised)	55.6	56.0	60.6	67.8	67.7	56.8	57.3	56.9	59.6	61.5

Rutherford eligibility rate details.									
Reporting School Year	Total Students	Grade 10 Rutherford		Grade 11 Rutherford		Grade 12 Rutherford		Overall	
		Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible	Number of Students Eligible	Percent of Students Eligible
2007	205	101	49.3	91	44.4	52	25.4	114	55.6
2008	207	108	52.2	92	44.4	51	24.6	116	56.0
2009	137	81	59.1	69	50.4	41	29.9	83	60.6
2010	174	106	60.9	108	62.1	68	39.1	118	67.8
2011	189	118	62.4	104	55.0	66	34.9	128	67.7



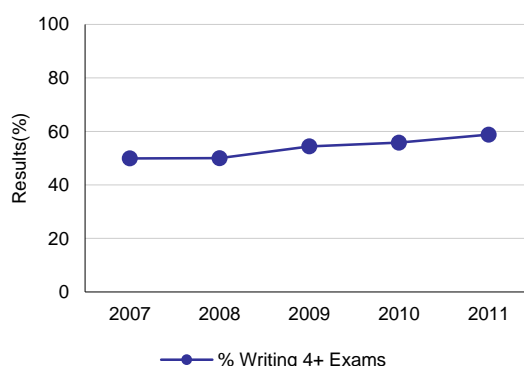
Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

## Diploma Examination Participation Rate – Measure Details

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

	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
% Writing 0 Exams	11.5	9.8	13.7	8.0	7.4	18.0	18.4	18.0	17.2	16.1
% Writing 1+ Exams	88.5	90.2	86.3	92.0	92.6	82.0	81.6	82.0	82.8	83.9
% Writing 2+ Exams	84.6	86.9	84.5	89.9	90.6	78.6	78.0	78.7	79.6	80.8
% Writing 3+ Exams	62.6	64.4	64.8	70.3	76.2	65.6	64.9	65.2	66.0	67.4
<b>% Writing 4+ Exams</b>	<b>49.9</b>	<b>50.0</b>	<b>54.4</b>	<b>55.8</b>	<b>58.8</b>	<b>53.6</b>	<b>53.3</b>	<b>53.5</b>	<b>54.9</b>	<b>56.2</b>
% Writing 5+ Exams	28.9	33.2	35.3	40.3	38.9	34.7	34.3	34.7	36.1	37.2
% Writing 6+ Exams	9.8	11.1	8.7	19.1	11.8	13.2	12.7	12.9	13.4	14.1

Graph of Authority Results (optional)



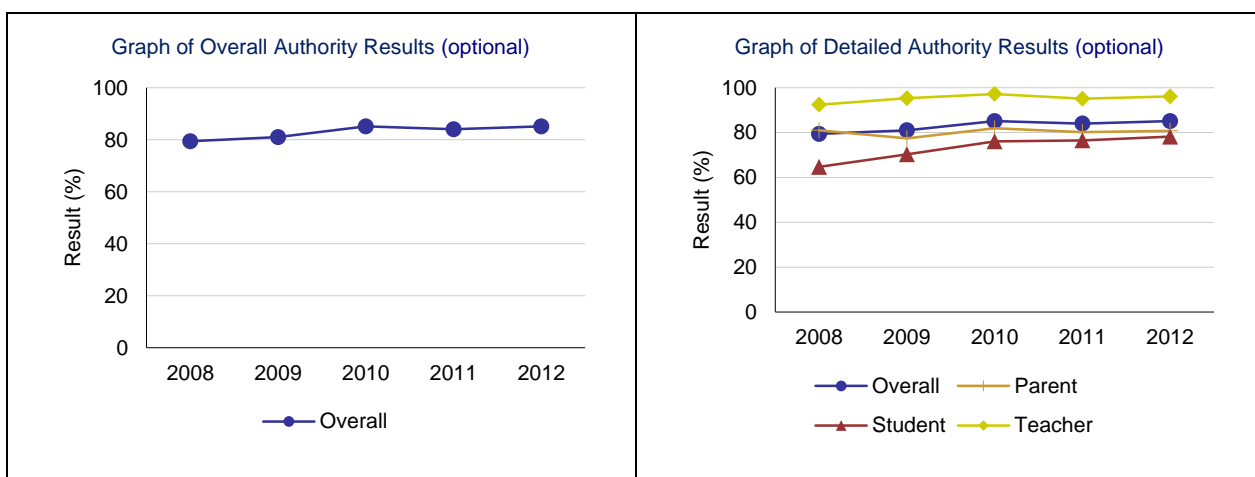
Percentage of students writing 1 or more Diploma Examinations by the end of their 3rd year of high school, by course and subject.

	Authority					Province				
	2007	2008	2009	2010	2011	2007	2008	2009	2010	2011
English 30 / English Language Arts 30-1	50.0	56.1	52.5	56.5	58.3	54.5	53.8	54.0	54.5	54.9
English 33 / English Language Arts 30-2	34.3	31.6	32.8	33.5	33.2	23.6	24.0	24.5	25.1	26.1
<b>Total of 1 or more English Diploma Exams</b>	<b>83.8</b>	<b>86.3</b>	<b>83.6</b>	<b>88.5</b>	<b>88.9</b>	<b>77.0</b>	<b>76.7</b>	<b>77.1</b>	<b>78.0</b>	<b>79.0</b>
Social Studies 30	42.9	40.1	45.8	2.0	0.0	49.3	48.1	48.1	3.7	0.3
Social Studies 30-1	n/a	0.0	0.0	49.5	56.8	n/a	0.0	0.0	45.7	48.2
Social Studies 33	41.4	46.2	37.9	1.5	0.0	28.8	29.5	30.1	2.5	0.1
Social Studies 30-2	n/a	0.0	0.0	35.0	35.7	n/a	0.0	0.0	27.4	31.0
<b>Total of 1 or more Social Diploma Exams</b>	<b>82.9</b>	<b>85.4</b>	<b>83.1</b>	<b>87.5</b>	<b>89.4</b>	<b>77.2</b>	<b>76.7</b>	<b>77.4</b>	<b>78.1</b>	<b>78.9</b>
Mathematics 30 / Pure Mathematics 30	30.5	33.0	34.5	37.5	34.7	41.7	41.1	40.8	41.4	42.6
Mathematics 33 / Applied Mathematics 30	25.2	26.4	26.6	24.5	36.7	19.5	19.1	19.7	19.7	20.0
<b>Total of 1 or more Math Diploma Exams</b>	<b>55.7</b>	<b>59.0</b>	<b>59.3</b>	<b>61.0</b>	<b>69.8</b>	<b>60.7</b>	<b>59.7</b>	<b>59.9</b>	<b>60.6</b>	<b>62.0</b>
Biology 30	29.0	34.0	31.6	48.5	52.3	39.8	39.1	39.8	41.2	42.8
Chemistry 30 Old	33.3	35.4	7.9	0.0	n/a	34.3	34.5	5.0	0.1	n/a
Chemistry 30	n/a	n/a	33.3	41.0	42.2	n/a	n/a	29.7	35.2	36.0
Physics 30 Old	24.3	22.6	0.0	0.0	n/a	21.5	20.4	2.4	0.1	n/a
Physics 30	n/a	n/a	22.0	25.0	17.1	n/a	n/a	17.5	20.0	20.6
Science 30	6.7	7.1	6.8	4.0	2.5	7.0	7.4	8.2	9.0	9.1
<b>Total of 1 or more Science Diploma Exams</b>	<b>54.3</b>	<b>54.2</b>	<b>55.4</b>	<b>60.5</b>	<b>63.3</b>	<b>56.5</b>	<b>56.1</b>	<b>56.1</b>	<b>57.6</b>	<b>59.1</b>
Français 30-1	0.0	0.0	0.0	0.0	0.0	0.2	0.2	0.2	0.2	0.3
French Language Arts 30	0.0	0.0	0.0	0.0	0.0	2.7	2.7	2.7	2.9	2.8
<b>Total of 1 or more French Diploma Exams</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>0.0</b>	<b>2.9</b>	<b>2.9</b>	<b>2.9</b>	<b>3.1</b>	<b>3.1</b>

Note: Data values have been suppressed where the number of students is less than 6. Suppression is marked with an asterisk (\*).

## Citizenship – Measure Details

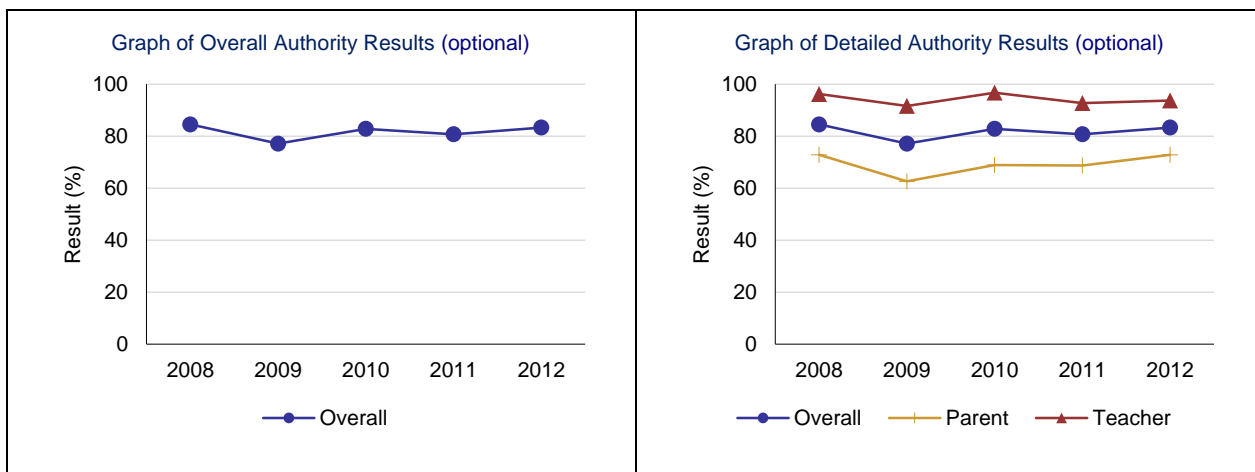
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.										
	Authority					Province				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Overall	79.4	81.0	85.1	84.0	85.1	77.9	80.3	81.4	81.9	82.5
Teacher	92.4	95.3	97.2	95.1	96.1	90.6	91.8	93.0	92.7	93.1
Parent	81.0	77.4	81.9	80.2	80.8	74.7	77.4	78.5	78.6	79.4
Student	64.7	70.3	76.1	76.5	78.2	68.5	71.8	72.7	74.5	75.0



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

## Work Preparation – Measure Details

Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.										
	Authority					Province				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Overall	84.5	77.1	82.8	80.7	83.3	80.1	79.6	79.9	80.1	79.7
Teacher	96.2	91.6	96.7	92.7	93.7	89.3	88.9	90.0	89.6	89.5
Parent	72.8	62.6	68.9	68.7	72.8	70.9	70.2	69.8	70.6	69.9

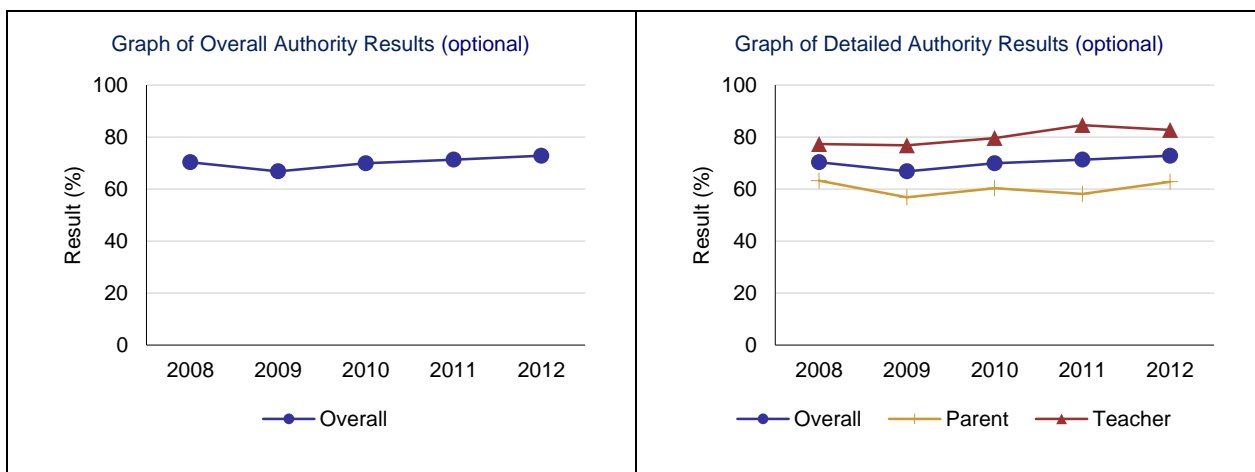


Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).



## Lifelong Learning – Measure Details

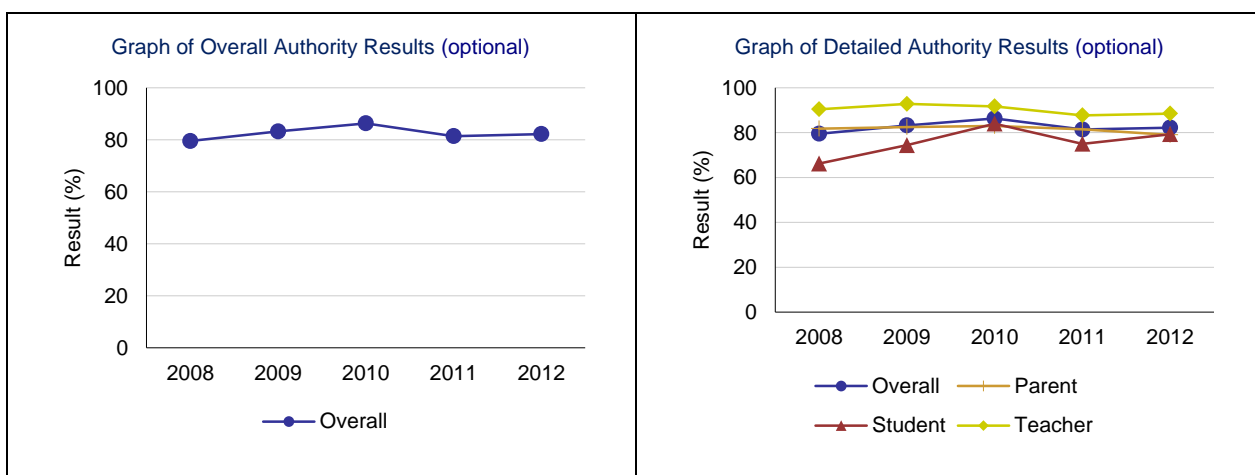
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.										
	Authority					Province				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Overall	70.3	66.8	69.9	71.3	72.8	66.7	67.4	67.6	67.9	68.0
Teacher	77.3	76.8	79.6	84.6	82.7	73.8	74.0	75.4	75.3	75.8
Parent	63.2	56.8	60.3	58.1	62.8	59.5	60.8	59.8	60.6	60.2



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

## Program of Studies – Measure Details

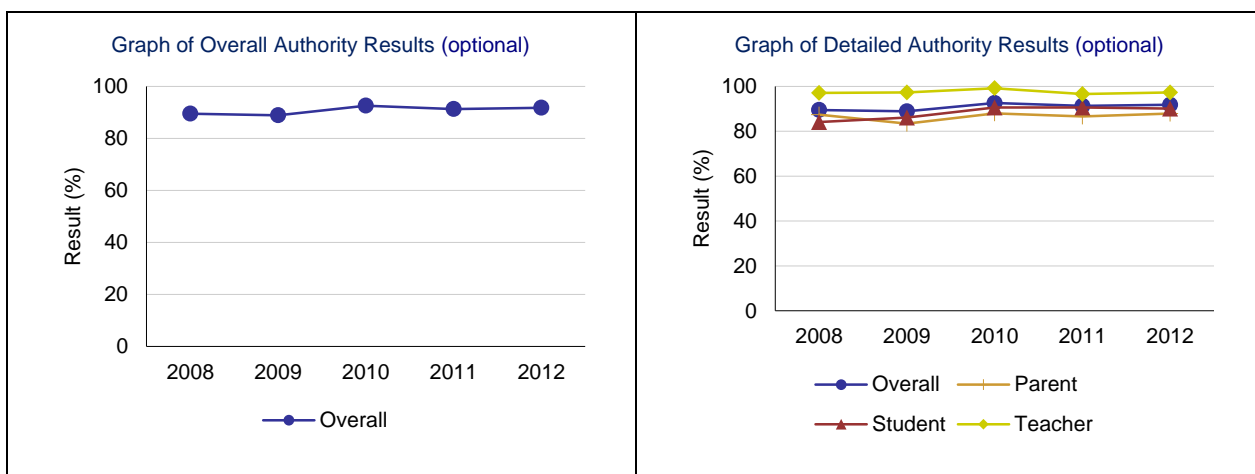
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.										
	Authority					Province				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Overall	79.5	83.2	86.3	81.4	82.2	79.4	80.3	80.5	80.9	80.7
Teacher	90.4	92.8	91.7	87.7	88.5	86.4	86.8	87.7	87.6	87.3
Parent	81.8	82.5	83.0	81.5	79.0	77.6	78.7	78.0	78.3	78.1
Student	66.2	74.4	84.0	75.0	79.3	74.1	75.3	75.9	76.9	76.9



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

## Education Quality – Measure Details

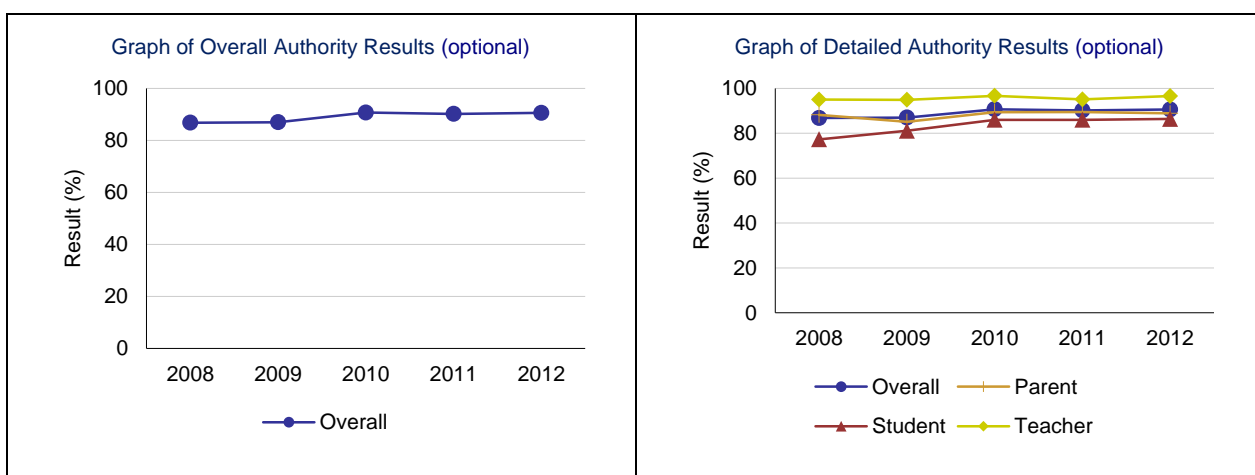
Percentage of teachers, parents and students satisfied with the overall quality of basic education.										
	Authority					Province				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Overall	89.5	88.9	92.6	91.3	91.8	88.2	89.3	89.2	89.4	89.4
Teacher	97.1	97.3	99.2	96.6	97.3	94.9	95.3	95.6	95.5	95.4
Parent	87.4	83.4	88.0	86.6	87.9	83.0	84.4	83.9	84.2	84.2
Student	84.1	86.1	90.6	90.6	90.1	86.6	88.3	88.2	88.5	88.6



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

## Safe and Caring – Measure Details

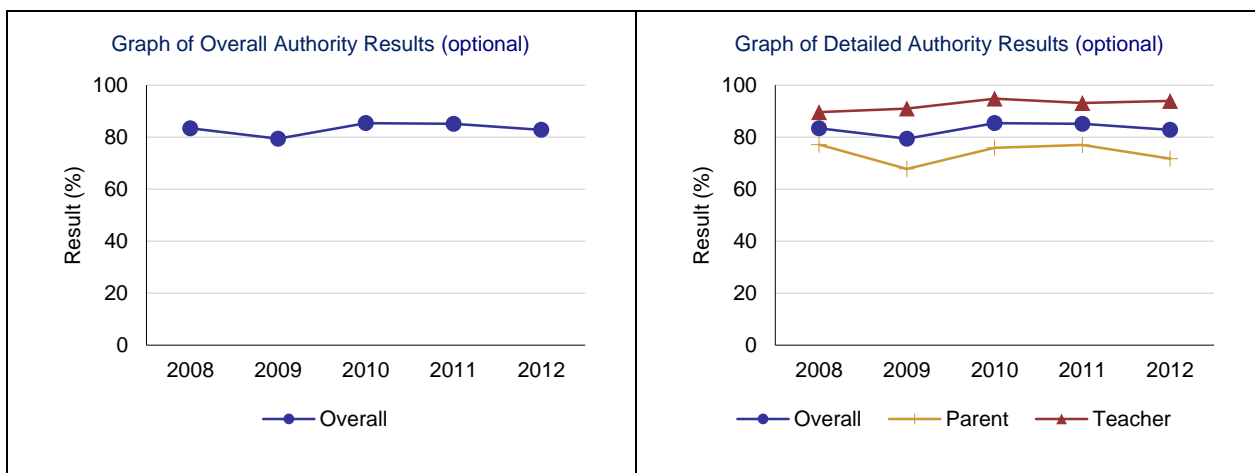
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.										
	Authority					Province				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Overall	86.8	87.0	90.7	90.2	90.6	85.1	86.9	87.6	88.1	88.6
Teacher	95.0	94.9	96.7	95.1	96.6	93.1	93.8	94.4	94.5	94.8
Parent	88.2	85.1	89.4	89.5	88.9	83.2	85.3	86.1	86.6	87.4
Student	77.3	81.1	86.0	86.0	86.4	79.1	81.7	82.2	83.3	83.7



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

## Parental Involvement – Measure Details

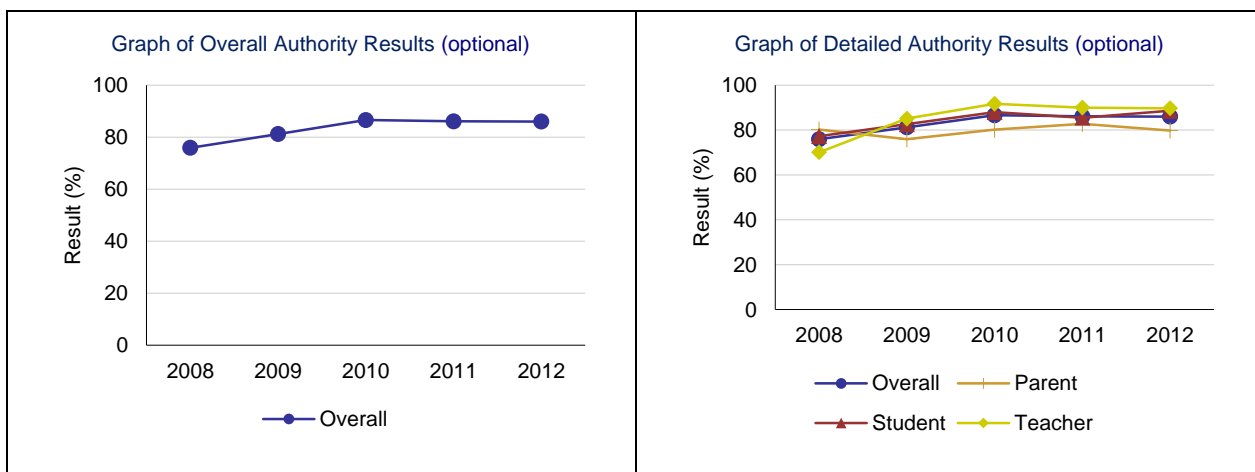
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.										
	Authority					Province				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Overall	83.4	79.4	85.4	85.1	82.8	78.2	80.1	80.0	79.9	79.7
Teacher	89.6	91.0	94.8	93.1	93.9	87.5	88.0	88.6	88.1	88.0
Parent	77.1	67.8	75.9	77.0	71.7	69.0	72.2	71.3	71.7	71.4



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

## School Improvement – Measure Details

Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.										
	Authority					Province				
	2008	2009	2010	2011	2012	2008	2009	2010	2011	2012
Overall	75.9	81.2	86.6	86.1	86.0	77.0	79.4	79.9	80.1	80.0
Teacher	70.1	85.1	91.7	90.0	89.7	75.6	78.2	80.8	80.1	81.1
Parent	80.2	75.9	80.2	82.8	79.8	75.9	78.1	77.0	77.3	76.2
Student	77.3	82.6	88.0	85.5	88.6	79.5	81.8	81.8	82.9	82.7



Note: Data values have been suppressed where the number of respondents is less than 6. Suppression is marked with an asterisk (\*).

## MEDICINE HAT CATHOLIC BOARD OF EDUCATION

### 2011-2012 AERR SUMMARY

#### DEMOGRAPHICS

- 2593 K – 12 Students
- 163.5 Full Time Equivalent Certified Teachers
- 146.7 Full Time Equivalent Support Staff
- 10 Schools
  - 4 Elementary Schools K – 6
  - 1 Elementary School K – 5
  - 1 French Immersion Single Track Elementary School K – 6
  - 1 Middle School 7 – 9 Fine Arts Academy/French Immersion Dual Track
  - 1 Middle School 6 – 9 Sports Academy
  - 1 High School 10 – 12 Dual Track
  - 1 Rural School (Bow Island) K – 12
- Approximately 3% of our students study English as a Second Language (ESL)
- Approximately 4% FNMI student population

#### PROGRESS

- Accountability Pillar results continue to indicate success. MHCBE has an overall measure of **Excellent** in 8 of the 16 categories and **Good** in 7 categories. We have **Improved** in 5 categories and **Improved Significantly** in 1 category while **Maintaining** in all other categories.
  - Drop Out Rate was 0%!
  - Our High School Completion rate continues to be at the top of the Province with another year of improvement in this already very high measurement category.
  - The percentage of students who achieve the Acceptable Standard (score 50% or higher) on Diploma Exams is steadily increasing.
  - More of our students are eligible for the Rutherford Scholarship.
  - Our students have continued improvement over the past 3 years in Citizenship.

## PRIORITIES

- Continue to grow in Faith
- Improve collaboration with our stakeholders
- Close the achievement gap for FNMI students
- Continue to build capacity to provide an inclusive education system
- Continue to promote and build community partnerships to build on a more supportive education system
- Improve instruction through our AISI project on Differentiated Instruction
- Continue to improve the area of Excellence in diploma examination results
- Continue to look at ways to sustain all areas of Division programming

## SUMMARY

In 2011-12, Medicine Hat Catholic Board of Education has continued to provide an excellent Catholic education institution as witnessed through our Accountability Pillar Results. We need to work together to find ways to support our programming so that we can sustain the existing programs throughout our Division. Our commitment must include innovative ways to make our Division cost effective and efficient. Supporting students with high needs in an inclusive education model will continue to be examined and monitored so we can achieve success for all students.

## 2012 – 2013 Financial Summary –

Medicine Hat Catholic Board of Education financial summary for 2012-13 is as follows

<b>Revenues</b>	<b>2012-13 Budget</b>	<b>2011/12 Actual</b>	<b>Variance</b>
<b>Government of Alberta</b>	\$ 30,599,868	\$ 29,631,928	\$ 967,940
<b>Fees</b>	771,869	814,296	\$ (42,427)
<b>Other sales and Service</b>	287,882	293,995	\$ (6,113)
<b>Investment Income</b>	15,000	27,719	\$ (12,719)
<b>Gifts &amp; Donations</b>	186,382	189,467	\$ (3,085)
<b>Fundraising</b>	416,172	434,503	\$ (18,331)
<b>Rentals of Facilities</b>	114,042	150,153	\$ (36,111)
<b>Gains on Disposal of Capital Assets</b>	-	52	\$ (52)
<b>Amortization of Capital Allocations</b>	747,629	737,125	\$ 10,504
<b>Other Revenue</b>	14,196	34,061	\$ (19,865)
<b>TOTAL REVENUE</b>	<b>33,153,040</b>	<b>32,313,299</b>	<b>839,741</b>
<b>EXPENSES</b>			
<b>Certificated Salaries &amp; Benefits</b>	18,358,489	19,108,200	(749,711)
<b>Uncertificated Salaries &amp; Benefits</b>	6,950,668	7,232,766	(282,098)
<b>Services Contracts &amp; Supplies</b>	6,903,476	6,260,841	642,635
<b>Capital &amp; Debt Service:</b>			-
<b>Amortization of Capital Assets</b>	1,183,603	1,123,806	59,797
<b>Interest on Capital Debt</b>	39,648	49,989	(10,341)
<b>Other Interest Charges</b>	4,600	49,759	(45,159)
<b>Losses on Disposal of Capital Assets</b>			
<b>Total Expenditures</b>	<b>33,440,484</b>	<b>\$ 33,825,361</b>	<b>\$ (384,877)</b>
<b>Variance of Revenues over Expenses</b>	<b>(287,444)</b>	<b>\$ (1,512,062)</b>	<b>\$ 1,224,618</b>
<b>Opening Accumulated Operating Surplus</b>	<b>\$ 328,239</b>	<b>\$ 2,011,939</b>	
<b>Closing Accumulated Operating Surplus</b>	<b>\$ 112,681</b>	<b>\$ 328,239</b>	
<b>Decline of Accumulated Operating Surplus (Deficit)</b>	<b>\$ (215,558)</b>	<b>\$ (1,683,700)</b>	

The budget for Medicine Hat Catholic Board of Education may be located at [www.mhcbe.ab.ca](http://www.mhcbe.ab.ca) under Documents and Publications/Finance.

## BUDGET ALLOCATION BY PROGRAM -2011 - 2012

The financial statement is divided into the major programs as follows:

**Medicine Hat Catholic Board of Education  
Budget Summary  
Budget Allocation by Programs  
2011-12**

Category	2011-12 Actual				Total
	Instruction	POM	TSPN	Board and System	
Certificated Salaries	15,442,927	-	-	316,332	15,759,259
Certificated Benefits	3,327,546	-	-	21,393	3,348,939
Uncertificated Salaries	4,053,771	1,191,851	-	595,159	5,840,781
Uncertificated Benefits	957,710	309,673	-	124,601	1,391,984
Services Contracts and Supplies	3,338,608	1,254,292	1,187,053	480,894	6,260,847
Amort Exp	23,411	1,097,793	-	2,601	1,123,805
Interest on Capital Debt	-	39,648	-	-	39,648
Other Interest	-	-	-	60,101	60,101
<b>Total Expenditures</b>	<b>27,143,973</b>	<b>3,893,257</b>	<b>1,187,053</b>	<b>1,601,081</b>	<b>33,825,364</b>
<b>Percentage of Total</b>	<b>80.2%</b>	<b>11.5%</b>	<b>3.5%</b>	<b>4.7%</b>	<b>100.0%</b>

## BUDGET ALLOCATION BY PROGRAM -2012- 2013

### Medicine Hat Catholic Board of Education

#### Budget Summary

#### Budget Allocation by Programs

2012-13

2012-13 Fall Budget					
Category	Instruction	POM	TSPN	Board and System	Total
Certificated Salaries	14,470,706	-	-	310,410	14,781,116
Certificated Benefits	3,541,800	-	-	35,521	3,577,321
Uncertificated Salaries	3,717,086	1,189,524	-	638,796	5,545,406
Uncertificated Benefits	951,302	302,711	-	151,249	1,405,262
Services Contracts and Supplies	3,507,686	1,732,003	1,251,056	412,731	6,903,476
Amort Exp	-	1,183,603	-	-	1,183,603
Interest on Capital Debt	-	39,648	-	-	39,648
Other Interest	-	-	-	4,600	4,600
<b>Total Expenditures</b>	<b>26,188,580</b>	<b>4,447,489</b>	<b>1,251,056</b>	<b>1,553,307</b>	<b>33,440,432</b>
<b>Percentage of Total</b>	<b>78.3%</b>	<b>13.3%</b>	<b>3.7%</b>	<b>4.6%</b>	<b>100.0%</b>



## SUMMARY OF NET ASSETS

The summary of Net Assets for the division is as follows:

<b>Net Assets</b>	<b>September 1, 2011 Opening Balance</b>	<b>August 31, 2012 Closing Balance</b>	<b>Change</b>
Investment in Capital Assets	3,367,116	3,538,871	171,755
Unrestricted Net Assets	1,370,679	-	(1,370,679)
Restricted Net Assets	641,260	328,239	(313,021)
Accumulated Operating Surplus	2,011,939	328,239	(1,683,700)
<b>Net Assets</b>	<b>5,379,055</b>	<b>3,867,110</b>	<b>(1,511,945)</b>

1. The division has a decline in enrollment of 32 FTE
2. CUPE Unionized staff received a 4.61% increase and certificated and non-unionized staff received a 0% salary increase
3. Certificated staff reduced 6.10 FTE mainly as a result of declining enrollment.
4. Non-certificated staff increased 3.6 FTE.
5. Revenues increased \$1% on base grants.
6. The division is planning to use \$215,554 from accumulated operating reserves to fund the basic education requirements in the division.

Additional information on the jurisdiction's budget can be obtained by contacting the Office of the Secretary-Treasurer, Mr. Greg MacPherson at (403)502-8360. The approved budget and financial statements may be found at [www.mhcbe.ab.ca](http://www.mhcbe.ab.ca) under Documents and Publications / Finance

## SUMMARY OF FACILITY AND CAPITAL PLANS 2012-2013

Medicine Hat Catholic Board of Education annually prepares a Three-Year Capital Plan and submits the information to Alberta Education. The Capital Plan may be found at [www.mhcbe.ab.ca](http://www.mhcbe.ab.ca) under Documents and Publications in the Plans and Reports – Facility Folder. Additional information on the jurisdiction's capital plan can be obtained by contacting the Office of the Secretary-Treasurer, Mr. Greg MacPherson at (403)502-8360

### The summary of the 2012-13 to 2014-15 Capital plan includes:

1. Modernization at Monsignor McCoy High School to address capacity and programming deficiencies. The Value Management Audit was performed in February 2012.
2. New Sector 5 Elementary School
3. Functional Modernization at St. Michael's Medicine Hat with some expansion to address growth pressure in the north sector.
4. Functional Modernization at St. Francis with expansion to address growth pressures in this sector.
5. Functional Modernization at Notre Dame Academy to address CTS deficiencies in the school.
6. Functional Modernization at St. Thomas to address high FCI score
7. St. Michael's Bow Island functional modernization to right-size the school and provide the services required of a school of this size.
8. St. Patrick's – modular requirement to address pressure until a new sector 5 school is available.

This plan addresses sector 5 enrollment pressures and CTS concerns at Notre Dame. It also addresses Monsignor McCoy deficiencies.

The following projects are approved using Infrastructure, Maintenance and Renewal (IMR Budget):

Facility	Project
Mother Teresa	Fire Alarm System
Notre Dame Academy	Foods Lab
Notre Dame Academy	South Entrance
St. Mary's	Re-roofing
St. Patrick's	Fire Alarm System
Monsignor McCoy	Replace Roof #3 and Roof #5
St. Francis	Replace Roof #5
St. Thomas	Replace Boiler, Chimney, Unit Ventilators & Controls
Division	Energy Savings/Operational Savings Projects

## PARENT INVOLVEMENT

Site-based administrators are asked to include the 'Three Year Plan' and Annual Education Report as standing items on school council meeting agendas during their development and preparation.

School based administrators are also required to interpret and share school results with school council. Summaries of accountability results are made available through school newsletters.

The AERR and the Three Year Plan are discussed at Parent Council Association which is an umbrella group of all school councils.

## COMMUNICATION

Medicine Hat Catholic Board of Education will post the Combined Annual Education Results Report and Three Year Education Plan on the website @ [www.mhcbe.ab.ca](http://www.mhcbe.ab.ca)

Copies will be available at the Division office and will also be forwarded to all schools and school councils in the Division.

The Medicine Hat Catholic Board of Education is committed to providing quality education to the students entrusted to our care.

We thank you for your interest in this document.

Should you require additional information please contact:

The Superintendent of Schools  
Medicine Hat Catholic Board of Education  
1251 – 1<sup>st</sup> Avenue SW  
Medicine Hat, Alberta T1A 8B4  
(403) 527-2292  
[communications@mhcbe.ab.ca](mailto:communications@mhcbe.ab.ca)

## Weblinks

- **Approved Operating Budget**  
[Approved Operating Budget 2012](#)
- **School and Division Accountability Pillar Results Reports**  
[Accountability Results Report](#)
- **Combined Annual Education Results and Three Year Plan**  
[AERR & Three Year Education Plan](#)
- **Alberta Initiative School Improvement (AISI) Annual Report**  
[AISI Report](#)
- **2011-2012 Jurisdiction Class Size Survey Results Report**  
[Class Size Survey](#)
- **Audited Financial Statement as at August 31, 2012**  
[Audited Financial Statement](#)
- **Provincial Comparative Report of Jurisdiction Audited Financial Statement**  
[Provincial Roll-Up](#)
- **Central Office Contact**  
[Contact Us](#)