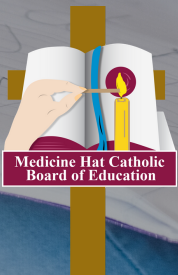


MEDICINE HAT CATHOLIC BOARD OF EDUCATION
**Combined Annual Education
Results Report (AERR) &
Three Year Education Plan
for 2019-2022**



@MHCatholic



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Message from the Board Chair

I am privileged to serve as the chairperson of the Medicine Hat Catholic Board of Education. Our Catholic Schools are schools of hope committed to meeting the needs of all students. In our mission of "Showing the Face of Christ to All" we work closely in partnership with our families, schools and parishes. This partnership which serves to build community is at the cornerstone of why we exist.

The Board of Trustees is very proud of the work that is done each and every day in our schools. Our Three Year Education Plan and Annual Education Results Report serve as a tool to communicate our goals and strategies to our stakeholders.

The Division priorities for 2019-2020 focuses on **MARKS OF A CATHOLIC SCHOOL**, to celebrate our Catholic identity. Provide a **CONTINUUM OF SUPPORT** for the **MENTAL HEALTH** and wellbeing for students, parents & staff in a welcoming, caring, respectful and safe learning environment. Developing teachers with the necessary skills to teach **21st CENTURY LEARNERS**. Support student learning through the use of **TECHNOLOGY**. To foster **MEANINGFUL PARENT INVOLVEMENT** and **STAKEHOLDER ENGAGEMENT**.

On behalf of the Board of Trustees I welcome you to our faith community, one committed to excellence, where each child is valued loved and within a safe and caring environment.

MEDICINE HAT CATHOLIC BOARD OF EDUCATION

Dick Mastel, Board Chair

Mission Vision Values

Our Mission

In partnership with family, Church and community, we provide Catholic education of the highest quality to our students.

Our Vision

A gospel-centered community committed to learning excellence, Christian service, living Christ

Motto

Showing the Face of Christ to All

Our Values

We believe that Catholic education is a ministry that is at the heart of the church.

In our ministry, we value and celebrate

- Teaching and living our Catholic faith
- Our Catholic traditions
- Our ability to offer a full range of educational programs for all students
- The uniqueness of each child (that each child is special)

Our Principles of Practice

In our ministry we are called, always and everywhere, to:

- Model Christ, Prayer, Service, Strive for Excellence, Build Community

Accountability Statement

The Annual Education Results Report for the 2018-2019 school year and the Three-Year Education Plan commencing September 1, 2019 for the Medicine Hat Roman Catholic Separate School Division were prepared under the direction of the Board in accordance with its responsibilities under the Education Act and the Fiscal Planning and Transparency 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 within the plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for 2018-2019 school year and the Three Year Education Plan for 2019-2022 on December 10, 2019.



Board Chair: Mr. Dick Mastel



Superintendent of Schools: Mr. Dwayne Zarichny

A Profile of the School Authority

Medicine Hat Catholic Board of Education is a publicly funded school division with approximately 2600 students in 9 schools.

Medicine Hat is located in Southeastern Alberta and is known as communities of choice. Also known as the sunniest city in Canada, Medicine Hat offers a low cost of living, many amenities and is an ideal place to raise a family.

Our school division ensures the integrity and enhancement of Catholic education. We are a faith-based community that strives to inspire and prepare our students to pray, to learn, to work, to live fully and serve God in one another. Our schools are immersed in faith, offering liturgies, masses, and many celebrations throughout the school year including "Faith Development Days" that enrich the lives of students, our parents and our staff.

Our division offers quality Catholic education with a focus on academic achievement and success for all students. We serve the communities of Medicine Hat, Redcliff, Dunmore and surrounding areas.

Our schools operate as professional learning communities through school success teams that promote effective schools in safe and caring environments. We offer strong core academic programming, diverse and inclusive fine arts programming, French immersion, comprehensive co-curricular programming and academy programming in fine arts and sports.

Demographics

- Enrolment **2629** students ECS - 12
- **129** Full Time Equivalent (FTE) Certified Teachers
- **155** Full Time Equivalent (FTE) Support Staff
- **9** Schools
 - **4** Elementary Schools, K - 6
 - **1** Elementary School, K - 5
 - **1** Dual-Track English/French Immersion Elementary School, K - 6
 - **1** Middle School Dual-Track English/French Immersion with Fine Arts Academy, 7 - 9
 - **1** Middle School with Sports Academy, 6 - 9
 - **1** High School Dual Track- English/French Immersion, 10 - 12
- **125** of our students study English as a Second Language (ESL)
- **81** First Nations, Métis and Inuit student population (FNMI)

Strategic Priorities

The Medicine Hat Catholic Board of Education is committed to creating a culture of continuous improvement through the implementation of division strategic priorities. Planning and reporting processes at the school level are essential for focusing efforts to improve the quality of education provided to students. Each year schools complete an annual plan. School plans focus on the strategic priorities of the division and align with the Provincial Annual Education Results Report.

In the spring of 2019, Medicine Hat Catholic Board of Education held a series of Strategic Planning sessions. The Strategic Planning sessions provided an opportunity for stakeholders to review the vision, mission, values, and to articulate the strategic priorities for the Division. Representatives from stakeholder groups included trustees, senior administration, central office staff, and school based administration, teachers and parents.

Based on the responses, the stakeholder groups brainstormed possible themes. The information collected was used to develop Division Strategic Priorities. The Strategic Priorities are the focus for the MHCBE 3 year plan (2019-2022) and for School Based Annual Plans for the 2019-2020 school year.

Developing School Education Plan Priorities

Each priority includes strategies for implementation at the division and school level and provides outcomes for what success looks like. This year schools will be presenting their education plan to all stakeholder groups, including trustees, staff and parents. Working together, in partnership, the priorities will become achievable.

The Medicine Hat Board of Trustees is committed to strategic planning as a systematic process for developing a long term vision that engages stakeholders in meeting the needs of all students who attend the Medicine Hat Catholic School Division.

Division & School Priorities for 2019-2020

Strategic Priority #1

Celebrate our Catholic identity through the Marks of a Catholic School

Strategic Priority #2

Provide a continuum of support for the mental health and well-being of parents, students, and staff in a welcoming, caring, respectful and safe learning environment.

**Outcome One: Alberta students are successful.*

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

**Outcome Three: Alberta has excellent teachers, school leaders, and school authority leaders*

Strategic Priority #3

Develop teachers with the necessary skills to teach 21st century learners.

**Outcome One: Alberta students are successful.*

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

**Outcome Three: Alberta has excellent teachers, school leaders, and school authority leaders*

Strategic Priority #4

Effectively use technology to support learning.

**Outcome One: Alberta students are successful.*

**Outcome Two: First Nations, Métis, and Inuit students in Alberta are successful.*

**Outcome Three: Alberta has excellent teachers, school leaders, and school authority leaders*

Strategic Priority #5

Foster meaningful parental involvement and stakeholder engagement.

**Outcome One: Alberta students are successful.*

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

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

*Annual Education Results Report (AERR) Outcomes

Combined 2019 Accountability Pillar Overall Summary

Combined 2019 Accountability Pillar Overall Summary

Measure Category	Measure	Medicine Hat Roman Catholic Se			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	89.0	90.7	90.1	89.0	89.0	89.3	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	82.3	81.7	80.0	82.2	81.8	81.9	Very High	Improved	Excellent
	Education Quality	92.3	93.1	92.0	90.2	90.0	90.1	Very High	Maintained	Excellent
	Drop Out Rate	0.9	0.8	1.0	2.6	2.3	2.9	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)	83.2	87.1	87.0	79.1	78.0	77.5	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	83.3	82.9	83.8	73.8	73.6	73.6	High	Maintained	Good
	PAT: Excellence	18.7	18.8	19.2	20.6	19.9	19.6	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	83.1	87.8	84.9	83.6	83.7	83.1	Intermediate	Maintained	Acceptable
	Diploma: Excellence	20.8	26.9	23.3	24.0	24.2	22.5	High	Maintained	Good
	Diploma Exam Participation Rate (4+ Exams)	52.7	61.6	58.4	56.3	55.7	55.1	Intermediate	Declined	Issue
	Rutherford Scholarship Eligibility Rate	68.1	68.9	68.9	64.8	63.4	62.2	Intermediate	Maintained	Acceptable
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	74.0	73.4	68.4	59.0	58.7	58.7	Very High	Improved	Excellent
	Work Preparation	84.4	86.5	85.4	83.0	82.4	82.6	High	Maintained	Good
	Citizenship	84.3	85.9	85.1	82.9	83.0	83.5	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	83.8	80.4	81.5	81.3	81.2	81.1	Very High	Maintained	Excellent
Continuous Improvement	School Improvement	84.3	85.5	84.9	81.0	80.3	81.0	Very High	Maintained	Excellent

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- Results for the ACOL measures are available in the detailed report: see "ACOL Measures" in the Table of Contents.
- Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.
- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
- Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- 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; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
- Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
- Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
- 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Combined 2019 Accountability Pillar Overall Summary

Combined 2019 Accountability Pillar First Nations, Métis and Inuit Summary

Measure Category	Measure	Medicine Hat Roman Catholic Se (FNMI)			Alberta (FNMI)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student Learning Opportunities	Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Drop Out Rate	0.0	2.9	3.4	5.4	4.8	5.6	Very High	Improved	Excellent
	High School Completion Rate (3 yr)	82.4	73.8	80.1	56.6	53.3	52.4	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	79.2	78.0	69.1	54.0	51.7	51.9	Intermediate	Maintained	Acceptable
	PAT: Excellence	20.8	19.5	13.8	7.4	6.6	6.5	High	Maintained	Good
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	81.0	79.3	84.3	77.2	77.1	76.7	Intermediate	Maintained	Acceptable
	Diploma: Excellence	4.8	24.1	15.5	11.4	11.0	10.6	Very Low	Maintained	Concern
	Diploma Exam Participation Rate (4+ Exams)	35.3	46.1	39.0	24.6	24.4	22.3	Low	Maintained	Issue
	Rutherford Scholarship Eligibility Rate	75.0	53.3	55.9	37.1	35.9	34.0	Very High	Maintained	Excellent
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	*	54.4	63.6	34.2	33.0	32.8	*	*	*
	Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Parental Involvement	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Continuous Improvement	School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. 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; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
6. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
9. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Whistleblower Protection

A commitment to the value of stewardship within Medicine Hat Catholic Board of Education is the promise that we respect and protect Gods' creation; we ensure that our resources and efforts best serve the needs of all our students; we are accountable to our supporters and will operate in a fiscally responsible manner; we ensure that decisions are both fact and policy driven; we support and provide processes which promote fair and objective decision making through a Catholic perspective; and we are open and transparent.

In June 2013, the Public Interest Disclosure (Whistleblower Protection) Act (PIDA) came into force in Alberta.

Medicine Hat Catholic Board of Education developed Administrative Procedure 420 titled: PUBLIC INTEREST DISCLOSURE (*Whistleblower Protection*) ACT resulting as a result of Section 32 of the *Public Interest Disclosure Act* (2013).

Link to Administrative Procedure 420: <https://www.mhcbe.ab.ca/download/136462>

Disclosures are reported in this annual report for Medicine Hat Catholic Board of Education relating to the Whistleblower Protection Act.

Annual Report of Disclosures:

Number of Inquiries: 0

Number of Complaints: 0

Reference: Section 32 of the Public Interest Disclosure Act (2013) requires that school authorities report disclosure under the act within our Annual Report.

Religious Education

“Showing the Face of Christ to All”

The Medicine Hat Catholic Board of Education is an inclusive learning community uniting home, parish and school and is rooted in the love of Christ. We educate students to grow in grace and knowledge to lead lives of faith, hope and charity.

We are dedicated to ensuring that people thrive in a safe, healthy and compassionate environment grounded in respect for the diversity of every person. We believe in the critical role that our Catholic schools play in promoting Gospel values, social justice, environmental responsibility, human solidarity and the common good.

This year our theme is *“Come near to God and he will come near to you.” James 4:8*. Having this focus helps us to understand that God wants us to be in relationship with him and through him. We are called to help our students and each other to have an encounter with Jesus each day – through Scripture, through acts of service, through daily conversations. As Pope Francis says, *“Whatever is an encounter with Christ – helps grow faith.”*

We need to share our gifts that we have been given to our students and each other and to help them see the gifts that they possess as well. Walking alongside our students in their journey of strengthening their relationship with Jesus and each other.

Catholic education invites each one of us – parents, students, teachers, principals, support staff, trustees, clergy, supervisory personnel, parishioners, to work together as a community of believers committed to putting the values of our faith into practice in the daily life of the school, the home, and in all of society.

Division Outcome 1: The Enhancement of Catholic Education

Outcomes	Measures	Results							
		Current Result 2017	Previous 3-Yr Avg	Evaluation			Targets		
				Achievement	Improvement	Overall	17/18	18/19	19/20
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	89.6	86.6	Very High	Improved	Excellent	86.5	87	87.5
	Percentage of Teacher, parent and student agreement that Catholic faith and values are reflected in Catholic symbols throughout the schools	94.3	94.3	Very High	Maintained	Excellent	94.5	95	95.1
	Percentage of Teacher, parent and student agreement that Catholic faith and values are reflected in a relationship between parish, school, and home.	88.7	86	Very High	Improved	Excellent	86.5	87	87.5
Notes: 1) The results are based upon a comparison of data gathered in May 2014 to data gathered in May 2017. 2) The Achievement evaluation uses the average of the range of values for Program of Studies, Education Quality, and Parental Involvement. 3) Strategies listed for this outcome will serve to improve our overall results.									
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	86.6	85.2	High	Improved	Good	85.5	85.6	85.7
	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	82	84.5	Very High	Declined	Good	84.5	84.6	84.7
Notes: 1) The results are based upon a comparison of data gathered in May 2014 to data gathered in May 2017. 2) The Achievement evaluation uses the average of the range of values for Education Quality and Citizenship.									

Division Outcome 1: The Enhancement of Catholic Education (*continued*)

DIVISION STRATEGIES	INDICATORS OF SUCCESS
<p>1. Inspired by a Supernatural Vision -Prayer is central to our day: all schools will be given resources to use throughout the year to add to their prayer libraries. -Our schools will each be consecrated to Mary again during the month of May. -Information about our Saints will be sent out to our teachers, students and parents on a regular basis so that we are able to see our relationship with these holy people.</p>	<p>-Prayers will be said in each school at least three times throughout the day. -All schools will have had one of our priests or deacons in to their buildings to consecrate them to Mary before the end of May. -Increased awareness of our Saints and their support through prayer for us.</p>
<p>2. Founded on a Christian Anthropology -All Grade four students will receive a bible at our Bible Liturgy in the fall and then be taught Lectio Divina to open up the word of God. -Students in Grades 5 & 6 will attend retreats at their parishes to bridge our Faith Curriculum with our parishes. -The dignity of all students will be acknowledged through our inclusion of all students into our spiritual family.</p>	<p>-All students receive a bible and the Religious Education Coordinator will go into each class for teachings. -All students in these grades will attend the retreats and when possible join the parishioners in the Eucharist at mass. Evaluation of the retreat will follow. -Students feeling a sense of belonging and family.</p>
<p>3. Animated by Communion and Community -Create a shared word document for schools to input their Charity and Social Action projects highlighting the Catholic Social Teaching Connection and opportunities to incorporate prayer. These will be shared with parishioners during Catholic Education Week. -Continue communication with our parishes by having an administrator sitting on each church's Parish Pastoral Council. -Continuation of School Sponsored masses to share in community with our parish families. -Meeting with our priests and administrators once a year to plan masses, liturgies, retreats, school visits, etc. to build on our school/parish partnerships. -Help to support schools in finding and/or providing visible symbols of our faith.</p>	<p>-Admin, teachers and students will be able to identify the intentional connection between actions and our faith. -Communication flowing freely between parish and schools. -Each school sponsors a mass and social gathering for parishioners in one of our churches. -Yearly planning meeting in June to set dates for the upcoming school year. -Each classroom has visible signs of our faith and entrances to our schools are clearly recognizable as Catholic.</p>
<p>4. Imbued with a Catholic Worldview throughout its Curriculum -Dedicated support for our new Religion program by offering in-service to grade 6 teachers. -Encouraging our new Chaplain to create sessions for junior and high school teachers on how to permeate faith into various core subjects. -Permeation ideas sent out regularly to teachers to add to their lesson plans/encouraging grade level groups to work on these during one of their PD sessions this year.</p>	<p>-Teachers feeling confident in delivering the new program and creation of outcomes for reporting purposes. -Creation of brochure for teachers and summary of how many sessions were accessed. -Sharing of permeation ideas with other grade level teachers in various subjects.</p>

DIVISION STRATEGIES	INDICATORS OF SUCCESS <i>(continued)</i>
<p>5. Sustained by Gospel Witness</p> <ul style="list-style-type: none"> -Support for our newly hired teachers in providing Faith Formation sessions held four times throughout the year. -Division Faith Day: all staff in the division will come together and deepen their faith through our keynote speaker centered on our theme – “Come near to God and he will come near to you.” James 4:8 as well as two division masses throughout the year. -Division Leadership team will participate in book study and reflection on <i>The Grateful Disciple</i> – by David Wells. -All teachers have access to Professional Development opportunities via links on our Division website, RCIA classes, Pearson online sessions. -Celebrate nominees for Excellence in Catholic Teaching and provide financial support for attendees of SPICE or Blueprints. 	<ul style="list-style-type: none"> -New teachers feel confident in sharing their faith and curriculum with their students. -Staff feel renewed and empowered in their vocation as an employee of Medicine Hat Catholic. Feedback received through personal conversations and e-mails. -Obtain feedback from the team through a form of reflection or survey. -Number of staff that have accessed these resources. -One teacher or administrator will be selected as the successful recipient of Excellence in Catholic Teaching. Three teachers/administrators are provided financial assistance from the Education foundation (standing item).

Measure Evaluation Reference

Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards that remain consistent over time. The Standards are calculated by taking the 3-year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Measure	Very Low	Low	Intermediate	High	Very High
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
High School Completion Rate (3 yr)	0.00 - 57.03	57.03 - 62.36	62.36 - 73.88	73.88 - 81.79	81.79 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 31.10	31.10 - 44.11	44.11 - 55.78	55.78 - 65.99	65.99 - 100.00
Rutherford Scholarship Eligibility Rate	0.00 - 47.98	47.98 - 55.78	55.78 - 68.95	68.95 - 74.96	74.96 - 100.00
Transition Rate (6 yr)	0.00 - 39.80	39.80 - 46.94	46.94 - 56.15	56.15 - 68.34	68.34 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 76.28	76.28 - 80.41	80.41 - 100.00

Notes:

- 1) For all measures except Drop Out Rate: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.
- 2) Drop Out Rate measure: As "Drop Out Rate" is inverse to most measures (i.e., lower values are "better"), the range of values at each evaluation level is interpreted as greater than the lower value and less than or equal to the higher value. For the Very High evaluation level, values range from 0% to less than or equal to the higher value.

Improvement Table

For each jurisdiction, improvement evaluation consists of comparing the Current Year result for each measure with the previous three-year average. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 improvement evaluation levels based upon the chi-square result.

Evaluation Category	Chi-Square Range
Declined Significantly	3.84 + (current < previous 3-year average)
Declined	1.00 - 3.83 (current < previous 3-year average)
Maintained	less than 1.00
Improved	1.00 - 3.83 (current > previous 3-year average)
Improved Significantly	3.84 + (current > previous 3-year average)

Overall Evaluation Table

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

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

Category Evaluation

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

Outcome One: Alberta's students are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019		2019	Achievement	Improvement	Overall	2020	2021
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	83.9	84.6	84.0	82.9	83.3	84	High	Maintained	Good	84	85	85
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	18.4	20.1	18.7	18.8	18.7	20	Intermediate	Maintained	Acceptable	20	20	20

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019		2019	Achievement	Improvement	Overall	2020	2021
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	87.9	83.9	83.0	87.8	83.1	85	Intermediate	Maintained	Acceptable	87	87	87
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	22.1	19.7	23.4	26.9	20.8	22	High	Maintained	Good	23	24	25

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. 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; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
4. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

Outcome One: Alberta's students are successful (continued)

Performance Measure	Results (in percentages)					Target 2019	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2020	2021	2022
High School Completion Rate – Percentage of students who completed high school within three years of entering Grade 10.	87.2	88.3	85.4	87.1	83.2	85	Very High	Maintained	Excellent	85	85	85
Percentage of students writing four or more diploma exams within three years of entering Grade 10.	59.5	56.5	57.0	61.6	52.7	60	Intermediate	Declined	Issue	60	60	60
Drop Out Rate - annual dropout rate of students aged 14 to 18	0.6	1.2	1.0	0.8	0.9	0	Very High	Maintained	Excellent	0	0	0
High school to post-secondary transition rate of students within six years of entering Grade 10.	69.1	62.4	69.5	73.4	74.0	75	Very High	Improved	Excellent	75	75	75
Percentage of Grade 12 students eligible for a Rutherford Scholarship.	n/a	67.1	70.6	68.9	68.1	70	Intermediate	Maintained	Acceptable	70	70	70

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
- 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.
- 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; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
- Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
- Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
- Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
- 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Performance Measure	Results (in percentages)					Target 2019	Evaluation			Targets		
	2015	2016	2017	2018	2019		Achievement	Improvement	Overall	2020	2021	2022
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	85.1	85.2	84.1	85.9	84.3	85	Very High	Maintained	Excellent	86	87	88

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

DIVISION STRATEGIES	INDICATORS OF SUCCESS
1. Senior Administration working closely with the District Leadership team in analyzing DIP's, PAT's results. Increase use of data analysis with Powerschool to identify academic needs.	-Review provides direction to enhance instruction in the areas identified. -School improvement plans indicate strategies to improve areas of need. -Improvement in STUDENT LEARNING OPPORTUNITIES Accountability Pillar Results.
2. Provide intake, assessment and instructional support to our ESL Students. Utilize Dossier system to input student benchmarks.	-All ESL coded students will be tracked and benchmarked to inform Teacher planning.
3. Develop and implement assessments to improve responsiveness to student needs. Provide PD opportunities for teachers on student assessment and benchmarking through SAPDC.	-All grade 1-6 students in elementary schools will be benchmarked a minimum of two times per year to assess reading levels. -Improvement in the EDUCATION QUALITY Accountability Pillar Results.
4. Evaluate elementary tools for assessing and benchmarking literacy and numeracy. Engage schools in developing strategies for students who are not experiencing success.	-Programs will be established at each school for students to provide support ensuring success in literacy and numeracy. -Schools will assess students in grades 1-6 to benchmark levels in literacy and numeracy.
5. Offer PD opportunities for teachers on student assessment and benchmarking through SAPDC, to improve responsiveness to student needs.	-Schools will assess students in grades 1-6 to benchmark levels in literacy.
6. Offer a wide variety of programming including Alberta Distance Learning, CyberSchool, Dual Credit, Off-Campus programming in Work Experience and Registered Apprenticeship Program.	-Diversity in program offerings provide opportunities for all students to be engaged in learning and successful in their chosen career path.
7. Safe and Caring Policies and Procedures are developed and implemented to create inclusive communities that respect diversity and promote a sense of belonging.	-Improvement in the SAFE and CARING and PROGRAM OF STUDIES Accountability Pillar Results.
8. MHCBE is committed to providing support classrooms at all levels to help with both academic struggles and sensory/emotional regulation. These support spaces are designed as tools to keep students engaged in their learning. They are also places where students can build relationships and develop social skills to foster a safe and caring environment.	-Children will be in a "Just Right" state for learning as evident by the training of Teachers and staff and also by children gaining an awareness of their sensory needs. -Improvement in the SAFE and CARING and STUDENT LEARNING OPPORTUNITIES Accountability Pillar Results.
9. Continue to support the Inclusive Learning Consultant position. Supporting students with complex needs from Early Learning to Grade 12 including transition to adult and community services post-graduation.	-Families are connected and students are supported with appropriate services bridging the gap between school and community post-secondary opportunities.
10. Continue with the multidisciplinary team to deliver integrated case management. This team will consist of the District's Inclusive Learning Consultant and Occupational Therapist and a Speech Language Pathologists. This team will work closely with the RCSD Low Incidence team to support our most complex students.	-A collaborative team approach is developed and teachers and administrators are confident in meeting the needs of complex learners. -Families will be connected to community agencies to increase the level of support available.

DIVISION STRATEGIES	INDICATORS OF SUCCESS <i>(continued)</i>
11. Continue to implement the Individual Support Plan System (Dossier) district-wide.	-All teachers will utilize the system to identify and support the needs of all learners including benchmarking ESL students.
12. Elementary schools will continue to support students through the Collaborative Planning Circle process. School (teacher, administration, specialists, learning assistants) and school-linked teams (Speech Language Pathologists, Occupational Therapist, and Mental Health) meet monthly to respond to student needs.	-Student, teachers and families are engaged in solution focused meetings.
13. Develop protocol to facilitate effective transitions between elementary to middle school and middle school to high school including Sports Teams and Camps, Tournaments, Community Classrooms, use of Cosmetology and Lab Area.	-Protocol will be developed that provides opportunities for schools to work together to provide smooth transitions and student retention.
14. Continue Nutrition program at two schools and add program to two additional school that support the creation of school environments that promote wellness and facilitate healthy lifestyle choices for staff and students. Support healthy eating choices as per the Alberta Nutrition Guidelines for Children and Youth.	<p>-Students, teachers, parents, caregivers and community members have the opportunity to learn more about:</p> <ul style="list-style-type: none"> ● the importance of choosing and preparing healthy foods ● the importance of reading food labels ● access to Alberta’s food resources <p>-Providing children with a healthy and varied meal and unique opportunities for social interaction develop a sense of community.</p> <p>-A child who starts the day with breakfast or is provided a nutritional lunch is more likely to be at school, willing to participate in the classroom, and be a more successful learner. Nutrition program leads to Improvement in the SAFE and CARING and STUDENT LEARNING ACHIEVEMENT Accountability Pillar Results.</p>

DIVISION STRATEGIES	INDICATORS OF SUCCESS <i>(continued)</i>
<p>15. Support for career life planning and post-secondary through the High School Resdesign model at Monsignor McCoy High School.</p> <p>a) Implement strategies and approaches aimed at transforming the high school experience for students and Teachers through changes to school structure, culture, pedagogy or leadership</p> <p>b) Develop a jurisdiction vision for high school completion and student success.</p> <p>c) Set, monitor and measure goals for the High School Re-design program in key areas including Student Engagement, High Levels of Achievement, and Quality Teaching.</p> <p>Flexible Learning Environments</p> <ul style="list-style-type: none"> ● Learning Environments support students as they engage in their studies that give them more control over when and where, and with whom they learn. ● Embedded Teacher team time that empowers Teachers to decide how best to structure time to teach students. <p>Assessment</p> <ul style="list-style-type: none"> ● To continue the creation of learner assessments that are outcome based. <p>Mastery Learning</p> <ul style="list-style-type: none"> ● Increase staff capacity for supporting a school culture of flexible learning. 	<p>-Students feel successful and knowledgeable about post-secondary choices. Success of the program is discussed and reviewed. Data collected suggests that the program is making a difference in student engagement, achievement and Teacher practice.</p> <p>-High School Completion rates increase. Improvement in the STUDENT LEARNING OPPORTUNITIES Accountability Pillar Results.</p> <p>-Drop-out rates decline. Improvement in the STUDENT LEARNING OPPORTUNITIES Accountability Pillar Results.</p> <p>-Our SCHOOL survey indicates students have less mental health concerns, such as anxiety, stress and depression.</p>
<p>16. A Division wide PD plan will be developed to allow teacher focused collaboration time, personal PD opportunities and will allow the school to develop PD plans unique to the needs of each school.</p>	<p>-Number of opportunities school staff members are able to utilize for collaboration or personal PD.</p> <p>-Number of school based PD opportunities unique to schools.</p>
<p>17. Alberta Learning Teacher Quality Standards will be a focus for School P.D.</p>	<p>-Number of focused PD opportunities allowing teachers to unpack the TQS.</p> <p>-Number of TQS Competencies unpacked by each school staff.</p>
<p>18. Formation of a Division Leadership Enhancement Program.</p>	<p>-Number of teachers participating in the Leadership Enhancement Program.</p>
<p>19. Alberta Leadership Quality Standards will be a focus for division leaders.</p>	<p>-Number of focused PD opportunities allowing division leaders to unpack the LQS.</p> <p>-Number of LQS competencies unpacked by the DLT.</p>
<p>20. Engage schools in developing specific programming to assist students struggling with literacy/numeracy. (RTI, LLI, Leveled Grouping, Joyful Literacy, etc.)</p>	<p>-Programs will be implemented at each school for students to provide support ensuring success in literacy and numeracy.</p> <p>-Schools will use the data in program planning and implementation.</p>

Outcome Two: First Nations, Metis, and Inuit students in Alberta are successful

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	64.7	64.9	64.4	78.0	79.2	80	Intermediate	Maintained	Acceptable	80	80	80
Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	5.9	10.6	11.1	19.5	20.8	21	High	Maintained	Good	22	23	24
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	92.6	88.0	85.7	79.3	81.0	82	Intermediate	Maintained	Acceptable	83	84	85
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	14.8	8.0	14.3	24.1	4.8	10	Very Low	Maintained	Concern	15	18	20

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE); Français (6e et 9e année); French Language Arts (6e et 9e année); Mathematics (Grades 6, 9, 9 KAE); Science (Grades 6, 9, 9 KAE); and Social Studies (Grades 6, 9, 9 KAE).
4. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. 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; Mathematics 30-1; Mathematics 30-2; Chemistry 30; Physics 30; Biology 30; Science 30; Social Studies 30-1; and Social Studies 30-2.
6. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
7. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
8. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.

Outcome Two: Alberta’s education system supports First Nations, Métis, and Inuit students’ success (continued)

Performance Measure	Results (in percentages)					Target 2019	Evaluation			Targets		
	2014	2015	2016	2017	2018		Achievement	Improvement	Overall	2020	2021	2022
High School Completion Rate – Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	66.7	100.0	66.7	73.8	82.4	83	Very High	Maintained	Excellent	85	85	85
Percentage of self-identified FNMI students writing four or more diploma exams within three years of entering Grade 10.	33.3	37.5	33.3	46.1	35.3	36	Low	Maintained	Issue	37	38	40
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	0.0	3.1	4.4	2.9	0.0	0	Very High	Improved	Excellent	0	0	0
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	*	48.8	87.6	54.4	*	55	*	*	*	55	55	55
Percentage of Grade 12 self-identified FNMI students eligible for a Rutherford Scholarship.	n/a	42.9	71.4	53.3	75.0	75	Very High	Maintained	Excellent	75	75	75

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
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. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
5. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.
6. Student demographic data used when calculating Student Outcome Measures and Provincial Achievement Tests results was updated in October 2016. This impacted results based on enrolment (e.g., self-identified First Nations, Métis and Inuit), exception (e.g., learning disability) and grant program codes (e.g., English as Second Language students) reported in previous years.
7. 2016 results for the 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

DIVISION STRATEGIES	INDICATORS OF SUCCESS
<p>1. The Division continues to build community with the Division Indigenous student and parent population by funding a 0.4 FTE Indigenous support Teacher and collaborate with outside agencies to acquire resources and the delivery of resources. In consultation with Learning Services the supports will include:</p> <ul style="list-style-type: none"> ● Providing resources for Families, Parents and Teachers ● Promotion of Cultural Healthy Active Living ● Liaise and assist Students, Staff and Parents in acknowledging heritage and traditions ● Working with the Division to apply foundational knowledge about Canadian Indigenous to teachers and staff. ● Continue to engage the Division in celebrations to create Indigenous cultural awareness including Orange Shirt Day. ● Indigenous support Teacher provides Band information, post-secondary information, tutoring information and community support for families and parents. ● Teachers are provided academic resources, team collaboration in core subjects to integrate Indigenous material. ● Indigenous support Teacher works with Division to network and work with other Divisions; Education Stakeholders, Communities and other Ministries to share strategies and initiatives for supporting Indigenous students and programming. ● Indigenous support teacher attends annual Indigenous professional development conferences, such as, CASS FNMI Gathering. ● Indigenous support staff attends activities with Elders from the surrounding communities. ● St. Michael School and the Indigenous support Teacher is Collaborating with Miywasin Centre and the Be Fit For Life Centre with Embedding Traditional Indigenous Physical Activity in grade 3 curriculum. ● Students and staff are engaged in cultural awareness activities such as, Orange Shirt Day and Metis Week. ● Indigenous support Teacher delivers the most recent Indigenous resources to the Division and staff. 	<p>-Band information, post-secondary information, tutoring information and community support for families and parents is provided. Teachers are provided academic resources, team collaboration in core subjects to integrate FNMI material.</p> <p>-Students meet individually for cultural resiliency, self-esteem support from FNMI Support Teacher.</p> <p>Improvement in the FNMI Accountability Pillar Results.</p>
<p>2. Support teachers in applying foundational knowledge about Indigenous Peoples. The Indigenous support Teacher works with the Division to:</p> <ul style="list-style-type: none"> ● ensure all teachers are knowledgeable, understanding and respectful of the rich diversity of the Canadian Indigenous Peoples diverse cultures, languages and histories ● the importance of Treaties; ● and the legacy of residential schools. <p>Indigenous support Teacher works with the Division to provide cultural openness, innovative ideas, leadership and collaboration.</p>	<p>-Provide presentations to Division staff such as cultural openness, Treaties, the Residential School experience, TQS, Call to Action, New Teacher Orientation.</p> <p>-Indigenous Acknowledgement Statement is presented at community, Division and individual school led events.</p> <p>-Maintaining excellence in high school completion rate and PAT diploma rates in the FNMI Accountability Pillar Results.</p>

DIVISION STRATEGIES	INDICATORS OF SUCCESS <i>(cont.)</i>
<p>3. Applying Foundational Knowledge to strengthen understanding of Canadian Indigenous perspectives among all students; provide Indigenous learners with culturally relevant learning opportunities.</p> <ul style="list-style-type: none"> ● English and Language Arts Teachers integrate Indigenous novel materials.-English and Language Arts Teachers integrate Indigenous novel materials. ● Unit study and lesson development in key subject areas integrate Indigenous heritage. ● Social Study Teachers integrate enriching material provided by Indigenous support Teacher in lessons. ● Indigenous support Teacher presents Special classroom presentations during Orange Shirt Day week, Metis Week, and National Indigenous Peoples Day. ● Indigenous support Teacher presents Special classroom presentations in Art and CTS. ● School field trips to the Esplanade for Indigenous Based performances, such as, Mistitim 	<p>-Improvement in the FNMI Accountability Pillar Results.</p>
<p>4. Increase focus and support for Indigenous students at the high school level. Indigenous support Teacher will act as a graduation coach for Indigenous students. This includes tracking attendance and marks. Facilitate access to community academic supports including Medicine Hat College Drop-in Tutor program and information for post-secondary resources. Graduating students meet to discuss post-secondary information on bursaries and scholarships.</p> <ul style="list-style-type: none"> ● Annual Indigenous graduates receive a cultural traditional gift. ● Scholarship application assistance and provide references to complete the application process. 	<p>-Maintain high achievement within the self-identified students in the FNMI Accountability Pillar Results. -Drop-out rate of self-identified FNMI is lowered and high school achievement rate improves. -- Increase in FNMI students who achieve acceptable and excellence standards on DIPs and PATs.</p>
<p>5. The Division will send out communications to parents prior to registration explaining the advantages to the Division of parents self-identifying Indigenous status.</p>	<p>-Parents respond to mailed information. Communication continues via personal meetings, email and phone calls.</p>
<p>6. Division to host a FNMI Professional Development Day.</p>	<p>-Division teachers participate in the division FNMI day November 8, 2019.</p>

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
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.	79.3	78.4	80.0	81.7	82.3	85	Very High	Improved	Excellent	85	85	85

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.

DIVISION STRATEGIES	INDICATORS OF SUCCESS
<p>1. MHCBE is committed to facilitating student mental wellness within a tiered support model in collaboration with community systems of care. Building mental health awareness, literacy, and expertise and addressing the challenge of stigma are key priorities. Emphasis is on the alignment of existing resources and strengthening community partnerships through collaborative communication, respect for confidentiality and the promotion of a shared language.</p> <p>MHCBE will work collaboratively with our Alberta Health Partners to deliver specialized services including Mental Health, Physical Therapy, Speech Language, Pathology and others. Members of Senior Administration will serve on executive and leadership committees for Regional Collaborative Service Delivery (RCSD).</p>	<p>-Mental Health Strategic Plan is initiated and actions are implemented within Schools resulting in students being successful.</p> <p>-Mental Health Strategic Priorities are achieved.</p> <p>-Tiered supports in coordinated systems of care: Provide a continuum of support through school teams consisting of School Liaison Counsellors, Mental Health Workers, CCT wellness facilitators, teachers trained in mental health literacy, Learning Services facilitators, behaviour associates and administrators.</p> <p>-Each school has an established Mental Health team that meets regularly to discuss students and the support needed.</p> <p>-Increase in community engagement in collaborative meetings. Increased family/community supports and family-school connections. Enhance connection, communication and collaboration. Improvement in the SAFE and CARING Accountability Pillar Results</p> <p>Students will receive equitable and sustainable service delivery in the region. Services will be seamless and timely in their support of students.</p>
<p>2. International Education – Continue to develop an international education program that creates a better understanding of internationalization and creates opportunities for students and staff to be part of a broad and rich learning experience at home and abroad.</p>	<p>-Staff and students are more aware of global opportunities.</p> <p>-A balanced approach is fostered where opportunities that improve global opportunities are identified including programs such as receiving international students, developing school partnerships, language programs and encouraging exchange programs for staff and students.</p> <p>Improvement in the PROGRAM OF STUDIES Accountability Pillar Results.</p>
<p>3. Early Childhood Education review to enhance programming and services, integrate effectively with community services, and meet the needs of children and families.</p>	<p>-Enhance programming focuses on integrated early childhood development. Improvement in the satisfaction of QUALITY OF EDUCATION.</p>

DIVISION STRATEGIES	INDICATORS OF SUCCESS <i>(continued)</i>
4. Undertaken an Early Learning Program Review to align program and services to meet the needs of children and families.	-Program review is completed and provides recommendations for improving student success.
5. Complete a Before and After School Review to provide for consistency and standards across all programs within the Division.	-Reviews completed and provides recommendations for continuity in programming.
6. Division technology planning committee will review the Learning and Technology Policy Framework, Division Technology survey results, Division Technology Vision and Mission statement, best practices from other Divisions and begin development of a defined three-year plan for technology in the Division.	-Technology committee meets quarterly. -Technology committee prepares a draft 3 year plan for technology for the Division.
7. Division teachers will implement a K-6 technology scope and sequence. (Draft document presented to Board and DLT for feedback).	-Number of teachers (K-6) successfully implementing the Technology Scope and Sequence.
8. The Division Technology Committee outlines a staff PD plan utilizing “lead teachers” in each school as trainers.	-Each school identifies at least one lead teacher. -Each school spends a minimum of one PD day on teaching and learning using technology with the lead teacher as main presenter.
9. Lead teachers will access a variety of hardware and software on a trial basis to determine best fit for teaching and learning.	-Number of lead teachers accessing and learning new technology for teaching and learning.
10. Division technology lead teachers improve technology skills for teaching and learning.	-A PD day is scheduled for all technology lead teachers (August 2020).
11. Participation continues in the ATLE – Alberta Technology Leadership in Education Conference.	-Division Technology staff are involved with ATLE events and the opportunity to network, discuss and learn about trends in the field along with emerging technologies and Alberta Education initiatives. - Certificated staff members attend the annual conference. -Conference attendees report and share knowledge with the Committee.
12. Continue to monitor the transition of French Immersion students from elementary school to middle school and middle school to high school. French immersion teachers create a transition plan to maximize the number of students successfully moving from elementary school to middle school, and middle school to high school.	-Monitor and review provides direction for best practices of French Immersion program.
13. Continue to review the success of placing a part-time French Immersion teacher at Monsignor McCoy High school to foster support for the program.	-Discussion is held outlining the outcomes, pros, and cons of providing a designated French Immersion teacher at Monsignor McCoy High School. Recommendations are provided.

DIVISION STRATEGIES	INDICATORS OF SUCCESS <i>(continued)</i>
<p>14. Sports and Fine Arts Academy Review</p> <ul style="list-style-type: none"> ● Review the Notre Dame Sports Academy review and discuss implementation of recommendations and impact to student learning and program enhancement.. ● Commence and complete the St. Mary’s Fine Arts Academy Review to ensure effective programming and delivery and provide recommendation to enhance focus on the Fine Arts. Increase Fine Arts activity in the Division through specialist support in the high school Fine Arts program. Create a Division Fine Arts yearly calendar to outline each schools performances and activities; calendar will be posted on the website. 	<p>-Review is conducted on the Academy’s program currently being offered. Outcomes and recommendations are discussed with key stakeholders.</p>
<p>15. Provide support for grade 7, 8 & 9 teachers on the Fourth R Curriculum – Catholic. This program will support the teaching of relationship knowledge and skills in the health curriculum.</p>	<p>-Junior high schools will promote healthy youth relationships by building the capacity of schools and communities.</p>

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

Performance Measure	Results (in percentages)					Target	Evaluation			Targets		
	2015	2016	2017	2018	2019	2019	Achievement	Improvement	Overall	2020	2021	2022
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.	90.1	90.2	89.4	90.7	89.0	90	Very High	Maintained	Excellent	91	92	93
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	92.7	91.0	91.9	93.1	92.3	93	Very High	Maintained	Excellent	94	95	96
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.	80.5	83.8	86.0	86.5	84.4	85	High	Maintained	Good	86	87	88
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning. <i>(This measure is required for charter and private school authorities that do not have grades 10-12.)</i>	75.2	71.7	73.4	72.3	69.9	72	n/a	n/a	n/a	73	74	75
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	83.2	83.6	80.6	80.4	83.8	84	Very High	Maintained	Excellent	85	86	87
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.	86.4	85.8	83.2	85.5	84.3	85	Very High	Maintained	Excellent	86	87	88

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TFM (Tell Them From Me) survey tool.

DIVISION STRATEGIES	INDICATORS OF SUCCESS
<p>1. Teachers are aware of the ministerial order on student learning. Greater emphasis is placed on the development of cross-curricular competencies. Instruction is more student-focused, less prescriptive, and built on a foundation of literacy and numeracy.</p>	<p>-Increase in performance measure in the STUDENT LEARNING ACHIEVEMENT and PARENTAL INVOLVEMENT Accountability Pillar Results.</p>
<p>2. The development of Professional Learning Communities (PLC's) will focus on Division priorities, Alberta Education Initiatives and on the success for every student. Professional Learning Communities (PLC's) will meet several times a year. School based professional development time will be added to the PD calendar to allow school staffs to plan PD based on school needs.</p>	<p>-Improvement in STUDENT LEARNING ACHIEVEMENT and CONTINUOUS IMPROVEMENT measures in the Accountability Pillar Results.</p>
<p>3. Participation of Teacher(s) with the Technical Expert Group on the Alberta Curriculum Development team.</p>	<p>-A Teacher represents the Division on the Expert Group on the Alberta Education Curriculum Development team.</p>
<p>4. Focus on instructional leadership for Division's leaders. Division Leadership Team have regular professional discussions on instructional leadership. Review and discuss implementation of the proposed Teacher Quality Standard with Principals and Teachers.</p>	<p>-Administrators gain an understanding of the definition of instructional leadership. Through collaboration administrators will demonstrate an understanding of the Principal Quality Standard and the Teacher Quality Standard as set out by Alberta Education. This will be done during Division leadership professional development. Improvement in EDUCATION QUALITY and STUDENT LEARNING ACHIEVEMENT Accountability Pillar Results.</p>
<p>5. Research on the most promising ways of using technology to improve student achievement:</p> <ul style="list-style-type: none"> ● condition of facilities ● available technology ● potential professional development opportunities and requirements. 	<p>-Research is completed on the use of technology to enhance learning and this data helps direct decision making of the 5-year plan.</p>
<p>6. Industry professionals are employed where feasible to support student learning.</p>	<p>-Improvement in the BROAD PROGRAM OF STUDIES Accountability Pillar Results.</p>
<p>7. Implement "Safe Interventions with Students" Administrative Procedure and Support Space Guidelines, to ensure safe interactions between students and staff.</p>	<p>-Administrative Procedure is shared with stakeholders to increase awareness and support for implementation of strategies at each of these levels:</p> <ul style="list-style-type: none"> ● Proactive and/or Regulatory Strategies ● De-escalation Strategies ● Follow-up/Restorative/De-briefing Strategies
<p>8. Continue to train staff in creating and maintaining holistic safety through SIVA, Self-regulation training and a focus on Trauma-informed practices</p>	<p>-Shift from Behaviour Support Plans that put the emphasis primarily on the reaction cycle to Safety and Regulation Support Plans and/or WISE Plans that place the emphasis on ongoing safety and regulation. -Plans are completed by teachers in the ISP Dossier system. -Emphasis on student involvement (and eventual leadership) in these plans.</p>

DIVISION STRATEGIES	INDICATORS OF SUCCESS <i>(continued)</i>
9. Develop a post-intervention process for school staff and students to reflect and restore safety after a traumatic event.	-Following an incident, environment safety and impact on others is assessed in order to restore safety. -Accurate and comprehensive documentation of an incident is recorded to create safety for both the support persona and the person being supported. -Accurate documentation reflects changes in behavior, the type of care and support the individual is receiving, and protects the support person.
10. Provide a continuum of support through school teams consisting of School Liaison Counsellors, Mental Health Workers, CCT Wellness Facilitators, teachers trained in mental health literacy, Learning Services Facilitators, Behaviour Associates and Administrators.	-Increase in community engagement in collaborative meetings. -Increased family/community supports and family-school connections. -School teams meet regularly to plan programming based on the needs of the students.
11. Communities Coming Together Project is part of the provincial Mental Health Capacity Building Initiative to support students by providing mental health promotion and prevention education.	-CCT continues working toward teaching staff, student and families how to promote wellness in themselves and others.
12. Implement the Inclusive Education Framework that responds to the needs of all learners, addresses factors that contribute to the achievement gap and other negative impacts that result from poverty, social exclusion, marginalization, underachievement and mental health issues.	-Improvement in the SAFE and CARING and PROGRAM OF STUDIES Accountability Pillar Results
13. Members of the school team will deliver Social Emotional Learning strategies and curriculum to assist students in gaining knowledge, attitudes and skills to manage emotions, build healthy relationships, set goals and make decisions.	-Learning Support Behavior Support Classrooms are provided in each school. Their effectiveness is closely monitored by Learning Services and school personnel. Improvement in the SAFE and CARING Accountability Pillar Results.
14. The <i>Our SCHOOL</i> survey is provided annually for students in middle and high schools. Results provide valuable information for future planning. A focus in the current school year will be placed on mental health and addiction issues as an outcome of the previous years' results.	-Schools will continue to use data to plan supports for students.
15. Provide annual training in Violence Threat-Risk Assessment (VTRA) in collaboration with Alberta Health Services and MH Police Service.	-Trained personnel in every school who effectively respond and conduct VTRA's as required. Improvement in the SAFE and CARING Accountability Pillar Results.
16. Work with Medicine Hat Police Service on the Encouraging Positive Informed Choices (EPIC Program).	-Encouraging Positive Informed Choices program is implemented within schools. Improvement in the SAFE and CARING Accountability Pillar Results.
17. Develop a Division wide Occupational Health & Safety Program (OH&S) Program for all employees that meets the requirements of the new OHS legislation introduced in June 2018.	-An Occupational Health and Safety program is developed and shared with the Division Leadership Team (DLT). DLT work closely with their school communities to meet the requirements outlined in the program.
18. Ensure that the MHCBE and its schools are safe, caring and welcoming, viewing parents as partners by inviting parents and stakeholders to participate in key areas such as Liturgical celebrations, Strategic Planning, Division committees, (Mission review), and other decisions that affect their children.	-Improvement in PARENTAL INVOLVEMENT Accountability Pillar Results.

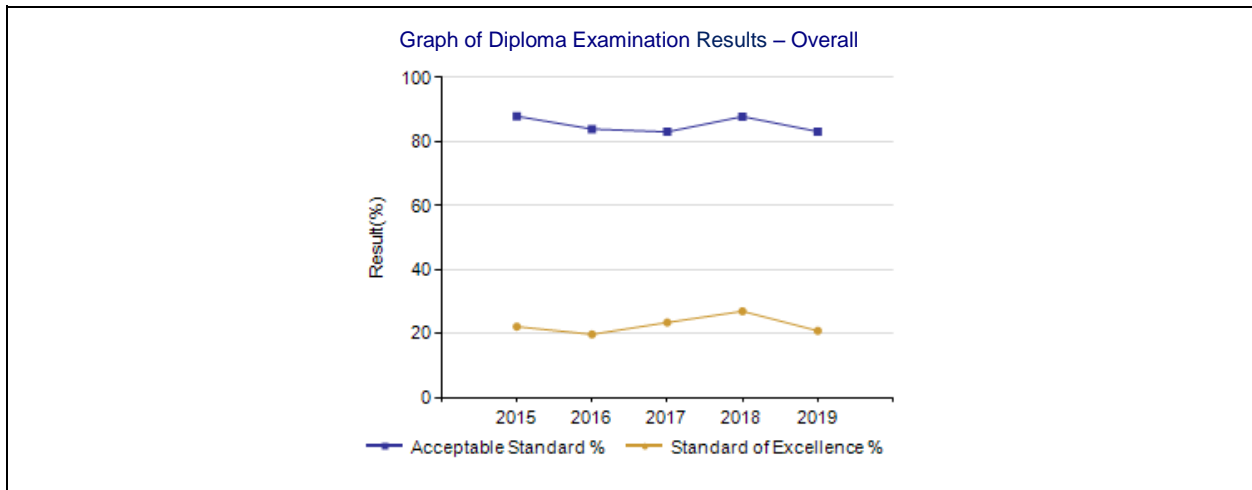
DIVISION STRATEGIES	INDICATORS OF SUCCESS <i>(continued)</i>
19. Build an integrated early childhood development, learning and care system with Community and Social Services, Children’s Services and Health by aligning programs and services to meet the needs of children and families.	-Improvement in the SAFE and CARING and PROGRAM OF STUDIES Accountability Pillar Results.
20. Meet with parents and stakeholders to provide information, engage in open conversation and receive feedback on strategies outlined within School Education Plans, Annual Education Results Report (AERR) and discuss other topics of interest to parents and stakeholders.	-Parents feel engaged in decisions that affect their children. -Improvement in Parental Involvement Accountability Pillar Results.
21. Ensure that the MHCBE and its schools are safe, caring and welcoming, viewing parents as partners by inviting parents and stakeholders to participate in key areas such as Liturgical celebrations, Strategic Planning, Division committees, (Mission review), and other decisions that affect their children.	-Parents are included in activities, committees and planning sessions held by the division. -Improvement in Safe and Caring Schools Accountability Pillar Results. <i>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.</i>
22. Develop a communications work plan for the coming year. The plan will incorporate a monthly communication priorities within the division.	-A Communication Work Plan is completed that outlines the strategies and goals to be undertaken throughout the school year. -Communication goal aligns with the annual Division Strategic Priorities. -The Communications Work Plan will serve as a monthly timeline to efficiently and effectively implement communication strategies.
23. Social media platforms are regularly used to communicate and engage stakeholders.	-Stakeholder’s engagement increases on all social media platforms. -Public bodies and stakeholders endorse MHCBE content through social media platforms by sharing, liking, and retweeting posts.
24. Effective ongoing communication with our parish communities, including regular updates in church bulletins and invitations to school and Division functions. Members of the Parish community are invited to participate in division functions and committees.	-The two parishes and parishioners within Medicine Hat feel connected to the Medicine Hat Catholic School Division and knowledge about the school division increases. -School Parish Relations Committee meets with parish service groups to provide suggestions for nurturing the relationship between parish, home and school. -Two administrators become a parish council member at each of the parishes.

Diploma Examination Results – Measure Details

Diploma Exam Course by Course Results by Students Writing.													
		Results (in percentages)										Target	
		2015		2016		2017		2018		2019		2019	
		A	E	A	E	A	E	A	E	A	E	A	E
English Lang Arts 30-1	Authority	89.7	9.3	90.7	4.7	83.3	7.6	87.4	5.3	87.4	5.9		
	Province	86.5	11.4	86.8	10.7	86.5	11.7	87.5	13.2	86.8	12.3		
English Lang Arts 30-2	Authority	93.8	15.4	91.8	6.6	90.8	13.8	94.8	20.7	84.6	7.7		
	Province	88.6	11.2	89.1	12.3	89.5	11.4	88.0	13.1	87.1	12.1		
French Lang Arts 30-1	Authority	n/a	n/a	n/a	n/a	n/a	n/a	*	*	*	*		
	Province	95.5	9.9	93.8	8.7	94.7	9.4	93.8	11.0	91.5	10.1		
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	95.3	17.1	99.3	20.3	98.1	18.6	97.4	23.0	98.6	29.5		
Mathematics 30-1	Authority	78.9	28.1	56.8	14.9	67.5	27.3	95.5	40.9	76.9	27.7		
	Province	76.1	31.6	70.7	25.9	73.1	30.7	77.8	35.3	77.8	35.1		
Mathematics 30-2	Authority	70.8	12.5	80.0	3.6	65.4	15.4	66.7	7.0	67.9	7.1		
	Province	73.9	15.5	75.4	16.8	74.7	15.9	74.2	16.4	76.5	16.8		
Social Studies 30-1	Authority	94.1	23.5	88.5	19.2	96.1	15.7	94.4	22.2	94.0	22.0		
	Province	87.1	16.2	84.9	14.3	86.0	14.8	86.2	17.7	86.6	17.0		
Social Studies 30-2	Authority	95.9	26.8	92.7	38.2	96.2	36.5	96.1	33.3	88.6	21.1		
	Province	81.3	12.5	81.1	13.1	80.6	12.6	78.8	12.2	77.8	12.2		
Biology 30	Authority	84.8	31.6	84.4	23.8	78.4	23.9	84.7	42.3	70.1	17.5		
	Province	85.8	33.0	85.1	32.4	84.2	32.3	86.6	36.6	83.9	35.5		
Chemistry 30	Authority	84.1	26.8	76.9	21.8	79.1	28.6	77.2	29.8	88.5	46.9		
	Province	82.1	34.2	81.5	34.5	83.1	38.6	83.6	38.3	85.7	42.5		
Physics 30	Authority	91.1	22.2	90.9	36.4	89.4	44.7	94.3	37.1	95.2	38.1		
	Province	83.9	35.8	85.8	39.8	85.7	41.8	86.2	43.6	87.5	43.5		
Science 30	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	83.9	26.6	84.4	27.6	84.9	28.4	85.4	31.5	85.7	31.2		

Notes:

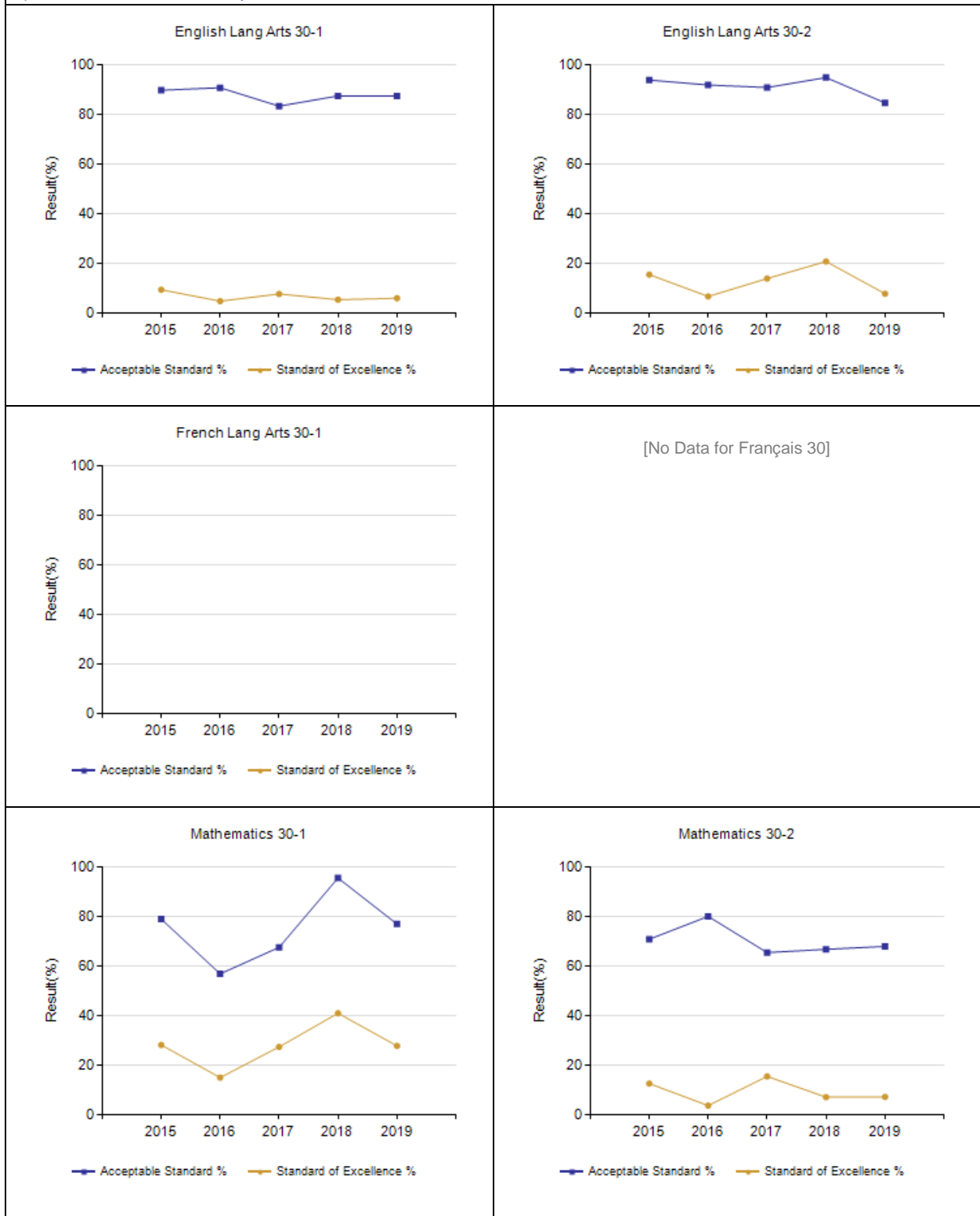
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
4. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. A written-response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.



Notes:

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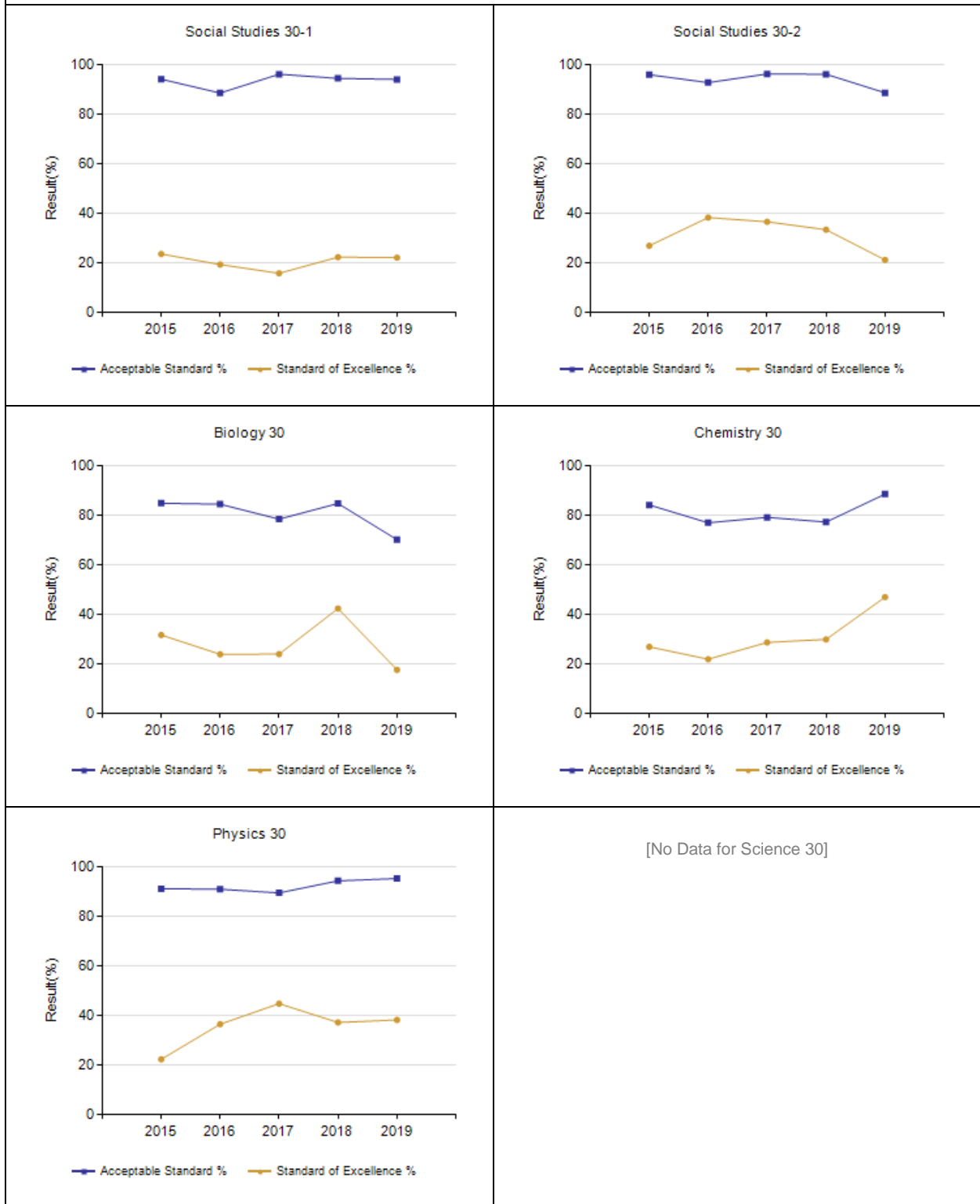
Diploma Examination Results by Course



Notes:

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Diploma Examination Results by Course



Notes:

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Diploma Examination Results Course By Course Summary With Measure Evaluation

Course		Measure		Medicine Hat Roman Catholic Se						Alberta				
				Achievement	Improvement	Overall	2019		Prev 3 Year Average		2019		Prev 3 Year Average	
							N	%	N	%	N	%	N	%
English Lang Arts 30-1	Acceptable Standard	Intermediate	Maintained	Acceptable	119	87.4	115	87.1	29,832	86.8	30,091	86.9		
	Standard of Excellence	Low	Maintained	Issue	119	5.9	115	5.9	29,832	12.3	30,091	11.9		
English Lang Arts 30-2	Acceptable Standard	Low	Declined	Issue	65	84.6	61	92.5	16,640	87.1	16,563	88.9		
	Standard of Excellence	Low	Declined	Issue	65	7.7	61	13.7	16,640	12.1	16,563	12.3		
French Lang Arts 30-1	Acceptable Standard	*	*	*	4	*	n/a	n/a	1,215	91.5	1,296	94.1		
	Standard of Excellence	*	*	*	4	*	n/a	n/a	1,215	10.1	1,296	9.7		
Français 30-1	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	139	98.6	154	98.3		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	139	29.5	154	20.6		
Mathematics 30-1	Acceptable Standard	n/a	n/a	n/a	65	76.9	65	73.2	19,389	77.8	20,337	73.9		
	Standard of Excellence	n/a	n/a	n/a	65	27.7	65	27.7	19,389	35.1	20,337	30.6		
Mathematics 30-2	Acceptable Standard	n/a	n/a	n/a	56	67.9	63	70.7	14,465	76.5	14,107	74.8		
	Standard of Excellence	n/a	n/a	n/a	56	7.1	63	8.7	14,465	16.8	14,107	16.4		
Social Studies 30-1	Acceptable Standard	High	Maintained	Good	50	94.0	32	93.0	21,610	86.6	22,179	85.7		
	Standard of Excellence	Very High	Maintained	Excellent	50	22.0	32	19.0	21,610	17.0	22,179	15.6		
Social Studies 30-2	Acceptable Standard	High	Declined	Acceptable	123	88.6	136	95.0	20,758	77.8	20,078	80.2		
	Standard of Excellence	High	Declined Significantly	Issue	123	21.1	136	36.0	20,758	12.2	20,078	12.6		
Biology 30	Acceptable Standard	Low	Declined Significantly	Concern	97	70.1	122	82.5	22,442	83.9	22,853	85.3		
	Standard of Excellence	Low	Declined Significantly	Concern	97	17.5	122	30.0	22,442	35.5	22,853	33.8		
Chemistry 30	Acceptable Standard	Very High	Improved	Excellent	96	88.5	75	77.7	18,525	85.7	18,929	82.7		
	Standard of Excellence	Very High	Improved Significantly	Excellent	96	46.9	75	26.7	18,525	42.5	18,929	37.2		
Physics 30	Acceptable Standard	Very High	Maintained	Excellent	42	95.2	42	91.5	9,247	87.5	9,974	85.9		
	Standard of Excellence	High	Maintained	Good	42	38.1	42	39.4	9,247	43.5	9,974	41.7		
Science 30	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,676	85.7	9,180	84.9		
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	9,676	31.2	9,180	29.2		

Notes:

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2. 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.
3. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
4. Participation in Diploma Examinations was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
5. A written response component worth 25% of the total exam mark was added to the Mathematics 30-1/30-2 diploma exams in 2018/19.

Measure Evaluation Reference - Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards that remain consistent over time. The Standards are calculated by taking the 3-year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th, and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Course	Measure	Very Low	Low	Intermediate	High	Very High
English Lang Arts 30-1	Acceptable Standard	0.00 - 81.51	81.51 - 85.05	85.05 - 90.15	90.15 - 94.10	94.10 - 100.00
	Standard of Excellence	0.00 - 2.28	2.28 - 6.43	6.43 - 11.18	11.18 - 15.71	15.71 - 100.00
English Lang Arts 30-2	Acceptable Standard	0.00 - 81.90	81.90 - 88.81	88.81 - 94.35	94.35 - 97.10	97.10 - 100.00
	Standard of Excellence	0.00 - 3.70	3.70 - 8.52	8.52 - 14.55	14.55 - 18.92	18.92 - 100.00
French Lang Arts 30-1	Acceptable Standard	0.00 - 78.73	78.73 - 92.86	92.86 - 100.00	100.00 - 100.00	100.00 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.21	5.21 - 16.67	16.67 - 23.04	23.04 - 100.00
Social Studies 30-1	Acceptable Standard	0.00 - 69.65	69.65 - 80.38	80.38 - 87.98	87.98 - 95.79	95.79 - 100.00
	Standard of Excellence	0.00 - 2.27	2.27 - 8.63	8.63 - 14.51	14.51 - 19.76	19.76 - 100.00
Social Studies 30-2	Acceptable Standard	0.00 - 71.97	71.97 - 79.85	79.85 - 87.56	87.56 - 91.42	91.42 - 100.00
	Standard of Excellence	0.00 - 3.94	3.94 - 8.65	8.65 - 14.07	14.07 - 23.34	23.34 - 100.00
Biology 30	Acceptable Standard	0.00 - 68.26	68.26 - 79.41	79.41 - 85.59	85.59 - 92.33	92.33 - 100.00
	Standard of Excellence	0.00 - 10.75	10.75 - 21.84	21.84 - 29.26	29.26 - 33.42	33.42 - 100.00
Chemistry 30	Acceptable Standard	0.00 - 58.10	58.10 - 69.51	69.51 - 80.34	80.34 - 84.74	84.74 - 100.00
	Standard of Excellence	0.00 - 11.22	11.22 - 20.47	20.47 - 30.47	30.47 - 35.07	35.07 - 100.00
Physics 30	Acceptable Standard	0.00 - 50.06	50.06 - 71.77	71.77 - 83.00	83.00 - 88.67	88.67 - 100.00
	Standard of Excellence	0.00 - 5.61	5.61 - 18.10	18.10 - 31.88	31.88 - 41.10	41.10 - 100.00
Science 30	Acceptable Standard	0.00 - 64.19	64.19 - 77.66	77.66 - 86.33	86.33 - 98.50	98.50 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 14.69	14.69 - 25.03	25.03 - 38.93	38.93 - 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

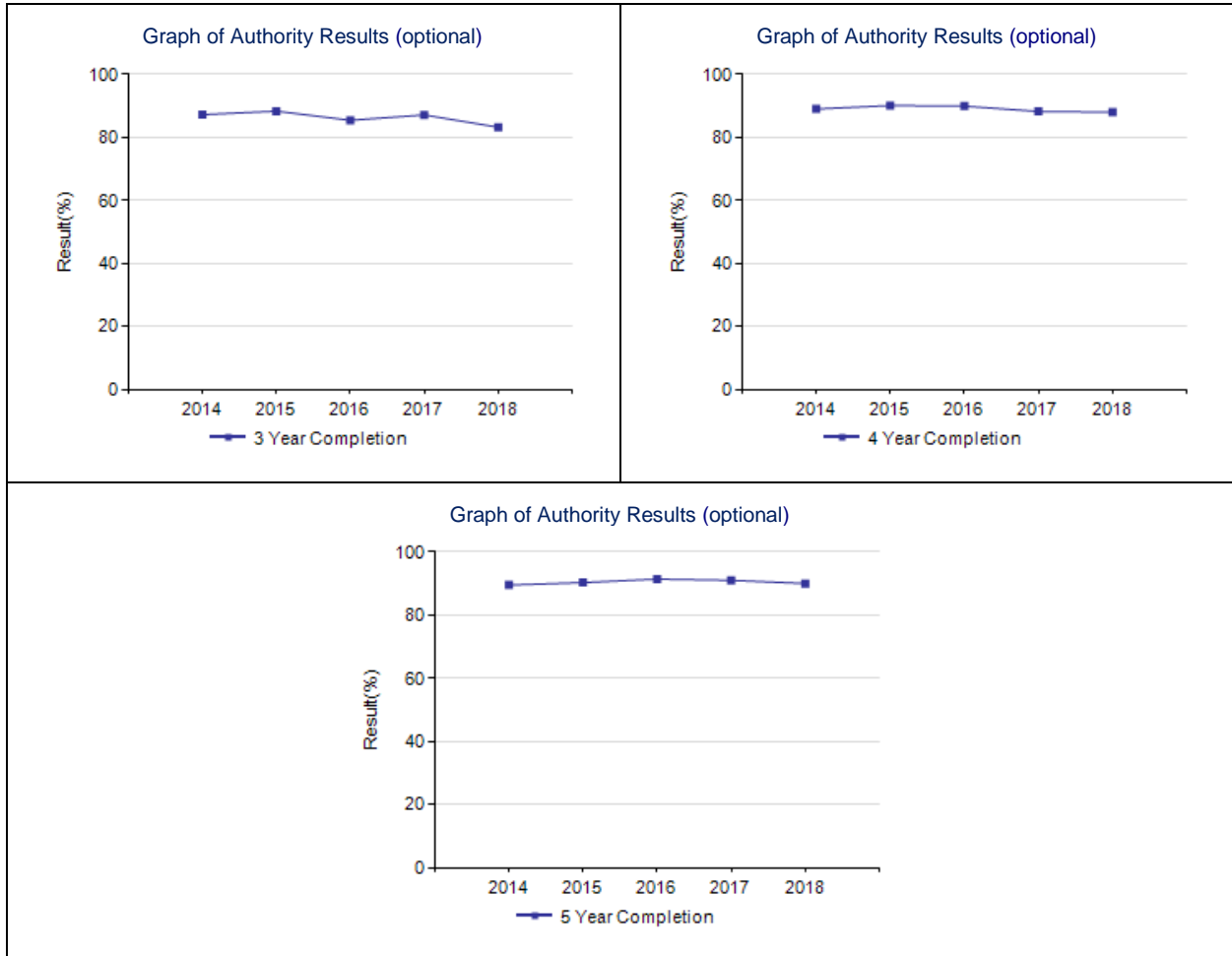
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
3 Year Completion	87.2	88.3	85.4	87.1	83.2	76.5	76.5	78.0	78.0	79.1
4 Year Completion	89.0	90.1	89.9	88.2	88.0	79.9	81.0	81.2	82.6	82.7
5 Year Completion	89.5	90.3	91.4	91.0	90.0	82.0	82.1	83.2	83.4	84.8

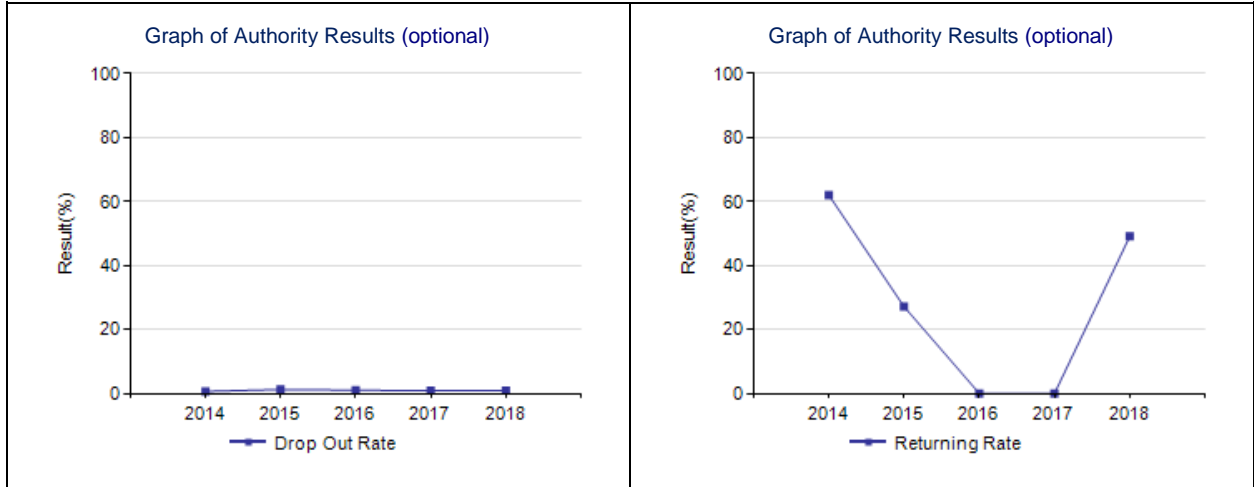


Notes:

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

Drop Out Rate – Measure Details

Drop Out Rate - annual dropout rate of students aged 14 to 18										
	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Drop Out Rate	0.6	1.2	1.0	0.8	0.9	3.5	3.2	3.0	2.3	2.6
Returning Rate	62.0	27.1	0.0	0.0	49.1	20.9	18.2	18.9	19.9	22.7

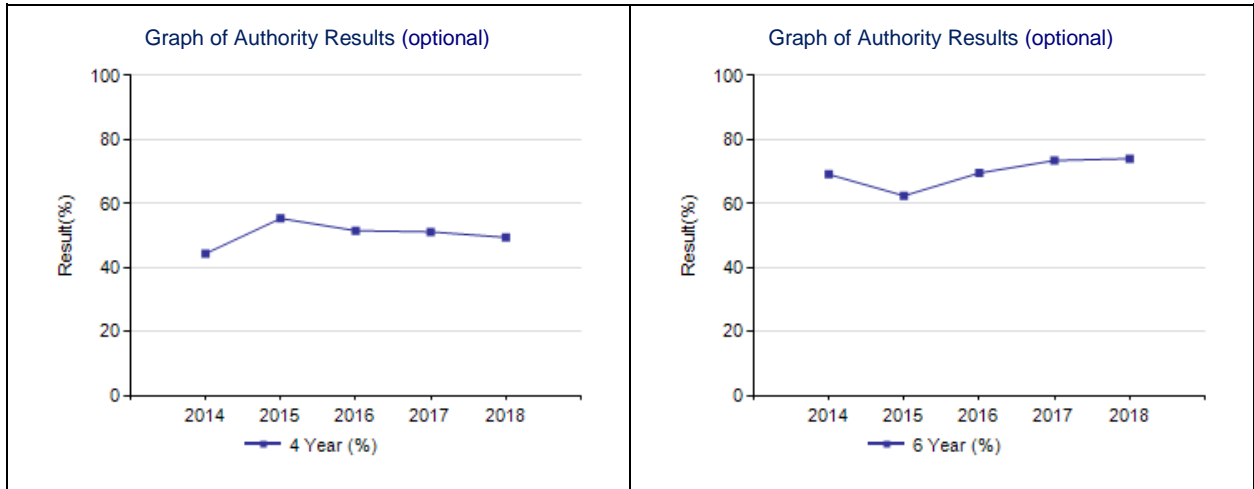


Notes:

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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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
4 Year Rate	44.3	55.3	51.5	51.1	49.4	38.3	37.0	37.0	39.3	40.1
6 Year Rate	69.1	62.4	69.5	73.4	74.0	59.7	59.4	57.9	58.7	59.0



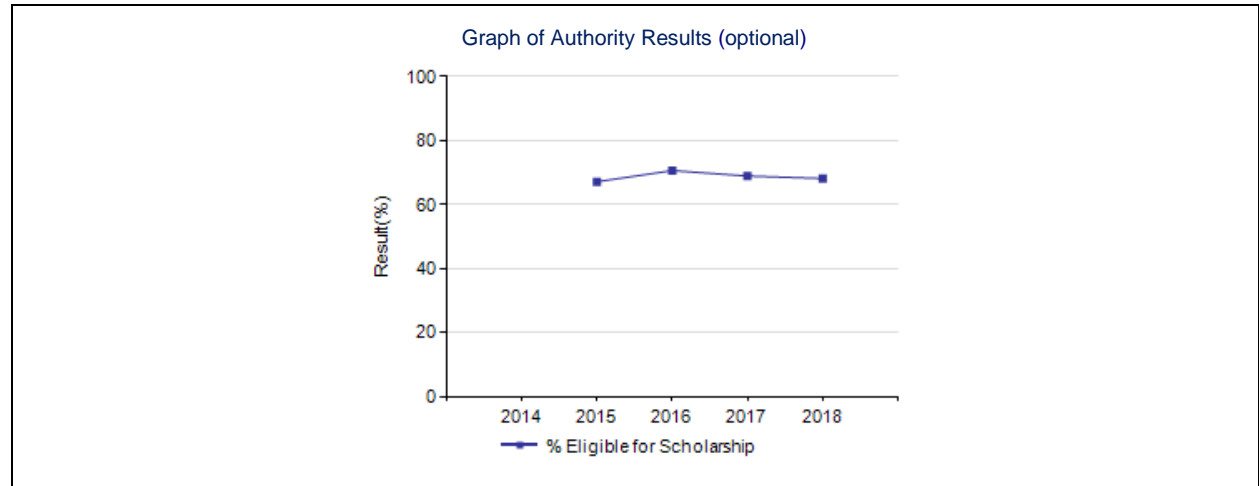
Notes:

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Rutherford Eligibility Rate – Measure Details

Percentage of Grade 12 students eligible for a Rutherford Scholarship.										
	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
Rutherford Scholarship Eligibility Rate	n/a	67.1	70.6	68.9	68.1	n/a	60.8	62.3	63.4	64.8

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
2014	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2015	167	108	64.7	97	58.1	69	41.3	112	67.1
2016	170	115	67.6	100	58.8	72	42.4	120	70.6
2017	222	145	65.3	135	60.8	79	35.6	153	68.9
2018	160	101	63.1	91	56.9	70	43.8	109	68.1



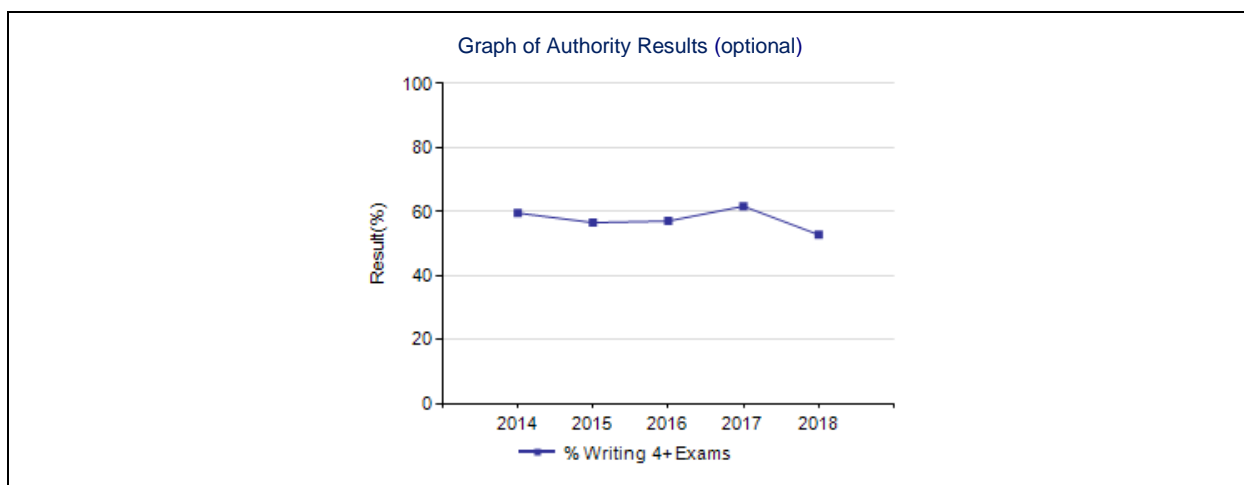
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
3. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), historical Rutherford Scholarship Eligibility Rate results are not available.

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				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
% Writing 0 Exams	6.0	8.1	9.0	6.6	10.4	15.7	15.7	15.0	14.8	14.2
% Writing 1+ Exams	94.0	91.9	91.0	93.4	89.6	84.3	84.3	85.0	85.2	85.8
% Writing 2+ Exams	91.7	90.1	87.9	91.0	88.3	81.4	81.2	82.0	82.3	83.0
% Writing 3+ Exams	71.4	67.1	68.7	76.3	69.3	65.0	64.7	65.2	66.1	66.8
% Writing 4+ Exams	59.5	56.5	57.0	61.6	52.7	54.4	54.6	54.9	55.7	56.3
% Writing 5+ Exams	37.4	43.6	43.3	42.6	36.9	36.3	37.1	37.5	37.8	38.7
% Writing 6+ Exams	11.3	17.7	17.3	14.2	14.6	13.1	13.8	13.6	13.9	14.2



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

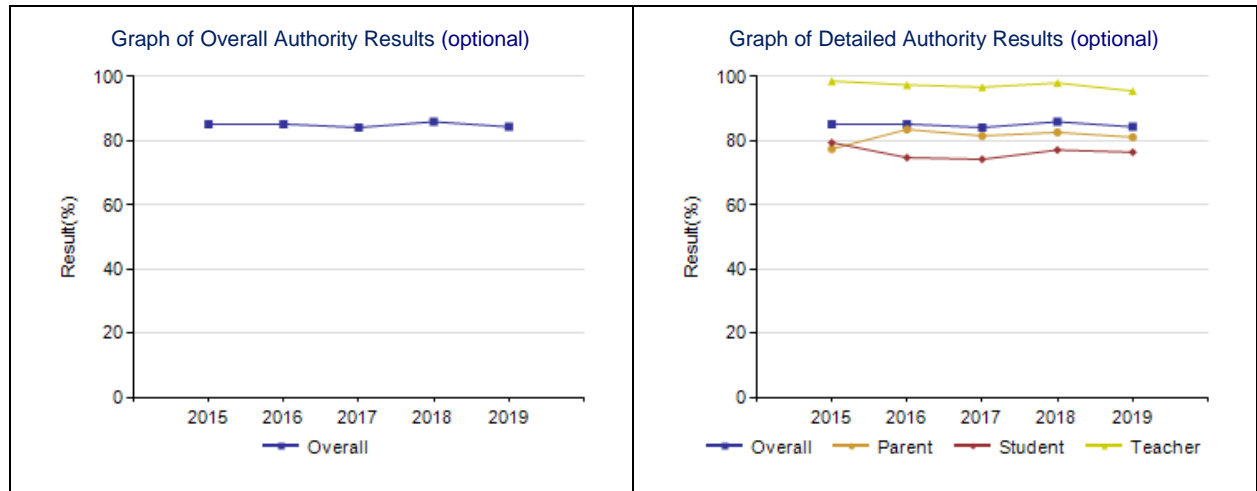
	Authority					Province				
	2014	2015	2016	2017	2018	2014	2015	2016	2017	2018
English Language Arts 30-1	62.0	55.2	56.4	64.9	53.8	54.0	53.2	54.0	55.0	56.3
English Language Arts 30-2	30.2	35.5	35.0	29.8	35.0	28.0	28.7	28.7	28.8	27.8
Total of 1 or more English Diploma Exams	89.9	89.5	89.0	91.2	86.9	79.7	79.5	80.1	80.9	81.1
Social Studies 30-1	25.7	22.1	15.3	22.4	12.5	45.1	43.5	45.1	44.9	45.0
Social Studies 30-2	65.9	66.9	74.2	67.8	75.0	35.2	36.7	35.8	36.4	37.1
Total of 1 or more Social Diploma Exams	91.1	89.0	87.7	90.2	86.9	79.6	79.5	80.3	80.7	81.4
Pure Mathematics 30	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0
Applied Mathematics 30	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Mathematics 30-1	32.4	32.6	36.8	35.1	25.0	37.3	37.1	36.4	35.5	36.5
Mathematics 30-2	31.3	29.7	27.6	35.1	33.8	21.4	22.4	23.7	25.1	24.9
Total of 1 or more Math Diploma Exams	63.1	59.9	61.3	68.8	58.1	57.0	57.6	58.3	58.6	59.3
Biology 30	62.0	47.1	53.4	58.5	52.5	41.4	40.6	40.7	41.7	42.7
Chemistry 30	31.3	48.3	41.1	42.0	38.8	34.7	35.7	35.6	35.1	35.8
Physics 30	21.8	25.6	23.3	22.4	20.0	20.0	19.9	19.3	18.6	18.7
Science 30	1.1	2.3	6.1	4.9	2.5	12.8	14.1	15.7	16.9	17.0
Total of 1 or more Science Diploma Exams	66.5	61.0	63.8	70.2	61.3	59.4	59.8	60.5	61.2	61.8
Français 30-1	0.0	0.0	0.0	0.0	0.0	0.3	0.2	0.3	0.3	0.3
French Language Arts 30	0.0	1.2	0.0	0.5	0.6	2.7	2.8	2.8	3.0	2.7
Total of 1 or more French Diploma Exams	0.0	1.2	0.0	0.5	0.6	2.9	3.0	3.1	3.3	3.0

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2. Participation in Diploma Examinations was impacted by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by this event.
3. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/16 school year. Caution should be used when interpreting trends over time.
4. 2016 results for 3-year High School Completion and Diploma Examination Participation Rates have been adjusted to reflect the correction of the Grade 10 cohort.

Citizenship – Measure Details

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

	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	85.1	85.2	84.1	85.9	84.3	83.5	83.9	83.7	83.0	82.9
Teacher	98.6	97.4	96.7	98.0	95.5	94.2	94.5	94.0	93.4	93.2
Parent	77.4	83.5	81.5	82.6	81.1	82.1	82.9	82.7	81.7	81.9
Student	79.4	74.7	74.2	77.1	76.4	74.2	74.5	74.4	73.9	73.5



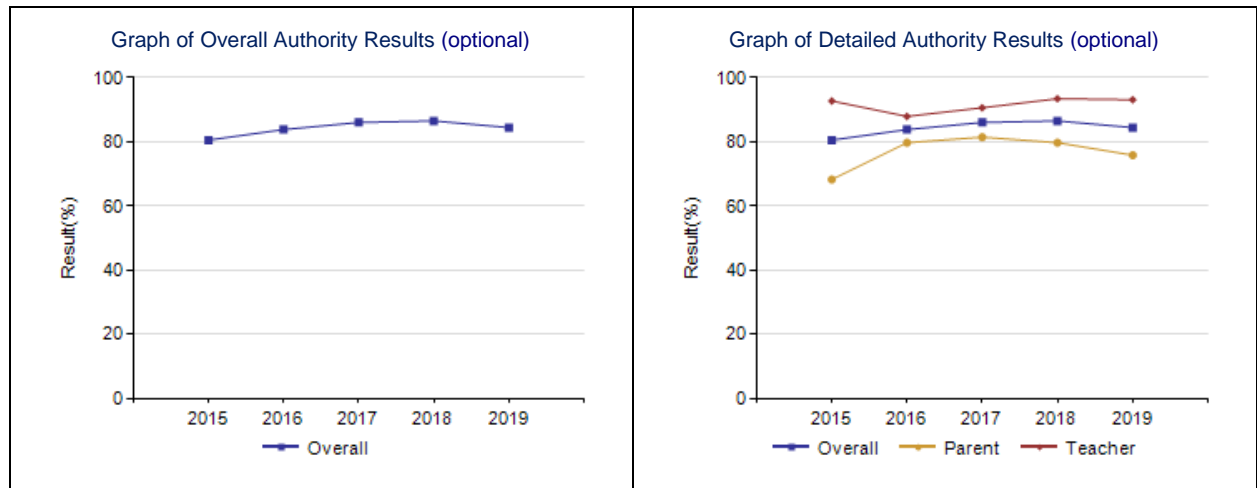
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	80.5	83.8	86.0	86.5	84.4	82.0	82.6	82.7	82.4	83.0
Teacher	92.7	87.9	90.6	93.4	93.1	89.7	90.5	90.4	90.3	90.8
Parent	68.2	79.7	81.4	79.7	75.8	74.2	74.8	75.1	74.6	75.2



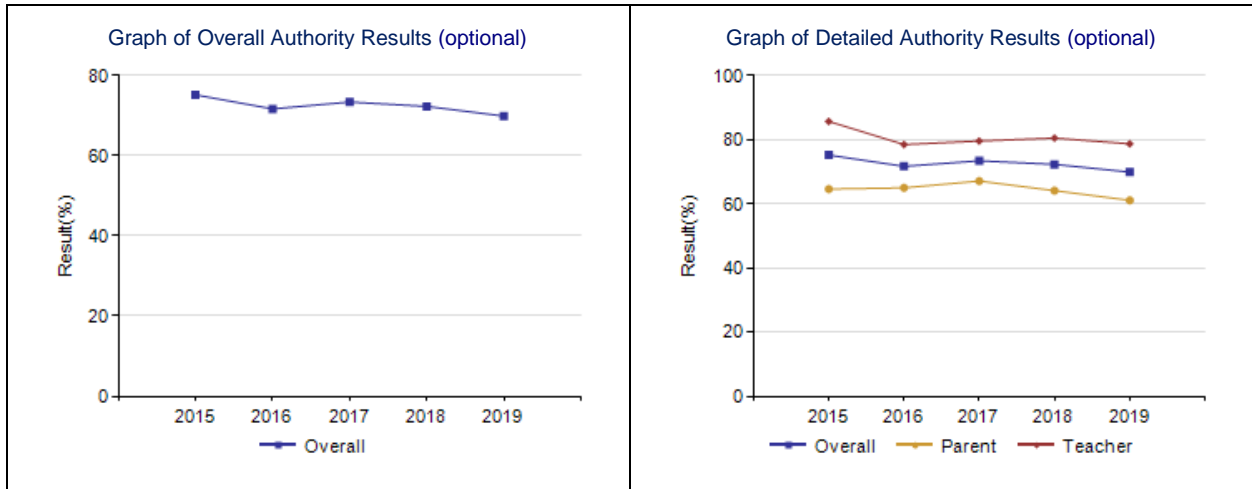
Notes:

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Lifelong Learning – Measure Details

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

	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	75.2	71.7	73.4	72.3	69.9	70.0	70.7	71.0	70.9	71.4
Teacher	85.7	78.5	79.6	80.5	78.7	76.0	77.3	77.3	77.8	78.8
Parent	64.6	65.0	67.1	64.1	61.1	64.0	64.2	64.8	64.0	64.0



Notes:

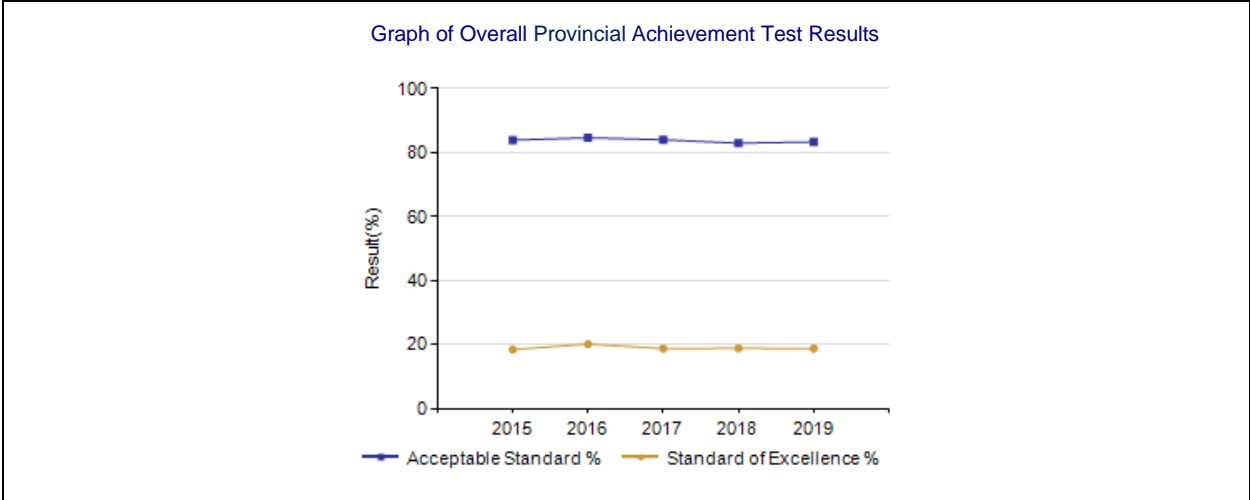
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Provincial Achievement Test Results – Measure Details

PAT Course by Course Results by Number Enrolled.													
		Results (in percentages)										Target	
		2015		2016		2017		2018		2019		2019	
		A	E	A	E	A	E	A	E	A	E	A	E
English Language Arts 6	Authority	96.4	23.0	91.1	20.8	89.2	17.4	87.6	20.5	92.8	18.7		
	Province	82.8	19.5	82.9	20.4	82.5	18.9	83.5	17.9	83.2	17.8		
French Language Arts 6 année	Authority	84.6	0.0	64.3	0.0	87.5	0.0	88.9	0.0	80.0	0.0		
	Province	87.5	13.6	87.7	14.2	85.1	13.5	85.2	12.3	87.7	15.7		
Français 6 année	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	89.0	15.0	91.4	17.2	92.1	21.6	93.3	23.1	90.3	24.6		
Mathematics 6	Authority	82.7	15.3	83.2	16.3	74.2	7.2	80.5	9.5	80.9	16.3		
	Province	73.2	14.1	72.2	14.0	69.4	12.6	72.9	14.0	72.5	15.0		
Science 6	Authority	88.3	25.6	89.6	30.7	88.7	27.8	92.4	31.4	88.7	30.8		
	Province	76.3	25.3	78.0	27.1	76.9	29.0	78.8	30.5	77.6	28.6		
Social Studies 6	Authority	82.8	22.8	84.2	21.3	87.6	21.6	86.1	22.4	88.2	27.7		
	Province	69.8	18.1	71.4	22.0	72.9	21.7	75.1	23.2	76.2	24.4		
English Language Arts 9	Authority	88.5	10.3	94.0	18.1	91.5	15.4	87.1	14.4	91.5	13.4		
	Province	75.6	14.4	77.0	15.2	76.8	14.9	76.1	14.7	75.1	14.7		
K&E English Language Arts 9	Authority	46.7	0.0	76.2	0.0	71.4	14.3	82.4	17.6	76.5	17.6		
	Province	63.0	4.5	59.8	6.2	58.8	5.9	55.7	5.9	57.4	5.4		
French Language Arts 9 année	Authority	*	*	63.6	0.0	100.0	10.0	80.0	0.0	30.0	0.0		
	Province	85.8	10.1	83.0	10.8	83.1	11.2	81.4	9.8	82.9	12.3		
Français 9 année	Authority	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
	Province	88.5	20.2	86.4	26.8	88.9	26.1	82.7	22.3	88.6	26.0		
Mathematics 9	Authority	75.3	16.7	77.1	17.3	80.8	21.8	70.8	13.5	67.0	14.4		
	Province	65.3	17.9	67.8	17.5	67.2	19.0	59.2	15.0	60.0	19.0		
K&E Mathematics 9	Authority	44.4	5.6	86.4	18.2	86.7	20.0	84.2	5.3	79.2	8.3		
	Province	60.9	14.4	61.2	13.0	57.5	13.3	57.4	13.6	59.6	13.2		
Science 9	Authority	84.2	16.4	83.6	20.5	83.2	21.9	80.4	17.5	82.3	16.7		
	Province	74.1	22.8	74.2	22.4	74.0	21.4	75.7	24.4	75.2	26.4		
K&E Science 9	Authority	46.7	6.7	75.0	12.5	41.7	0.0	81.3	12.5	66.7	13.3		
	Province	64.5	15.1	63.8	14.3	63.9	13.3	64.6	12.3	61.7	10.7		
Social Studies 9	Authority	84.2	23.6	79.5	21.8	81.1	20.4	76.7	23.8	80.2	14.9		
	Province	65.1	19.8	64.7	18.0	67.0	20.2	66.7	21.5	68.7	20.6		
K&E Social Studies 9	Authority	46.7	0.0	75.0	18.8	41.7	0.0	70.6	5.9	81.3	31.3		
	Province	57.3	11.2	58.0	11.6	56.3	12.7	55.2	14.2	55.9	15.0		

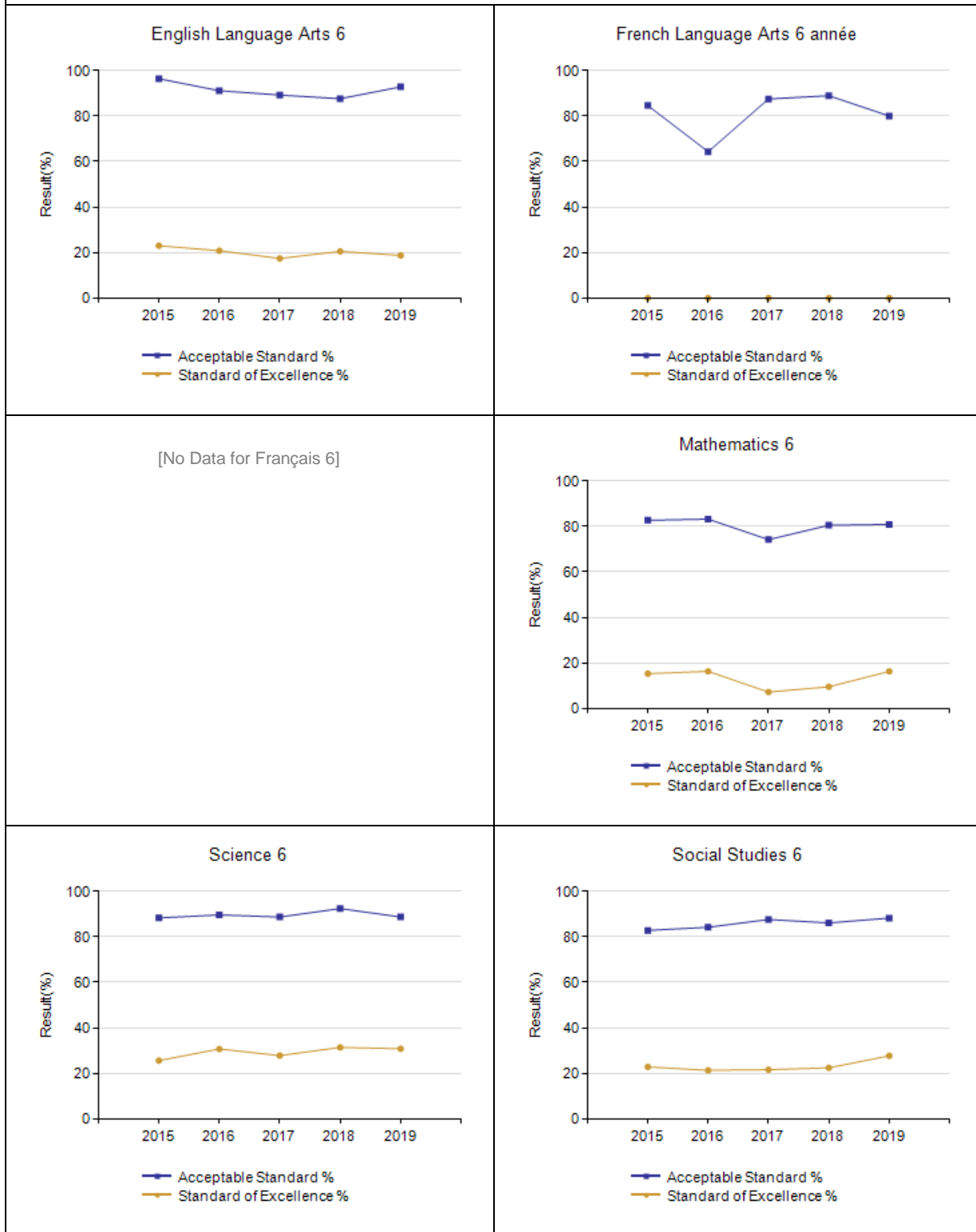
Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. "A" = Acceptable; "E" = Excellence — the percentages achieving the acceptable standard include the percentages achieving the standard of excellence.
3. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, respectively.



- Notes:
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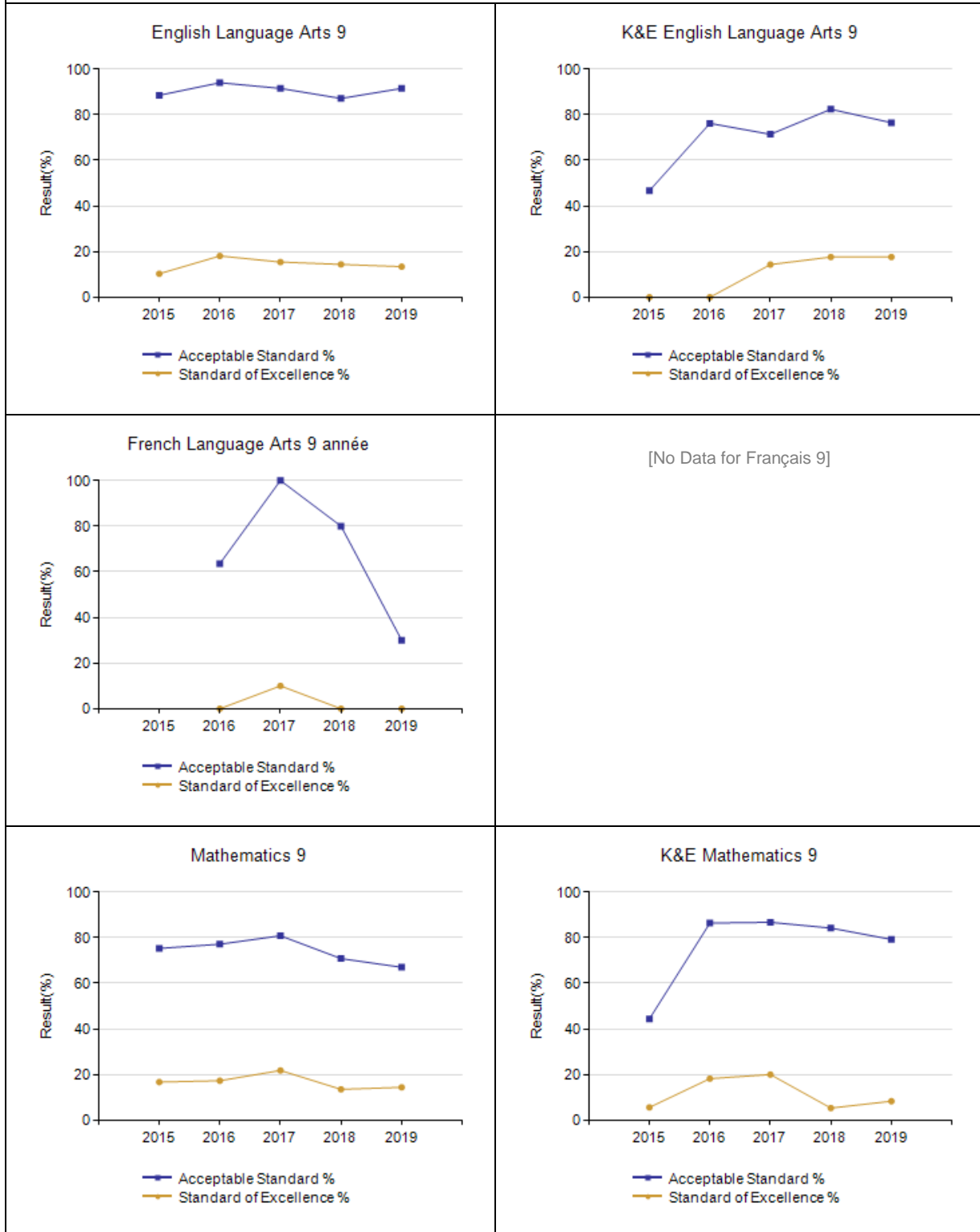
Graph of Provincial Achievement Test Results by Course



Notes:

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2. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
3. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, respectively.

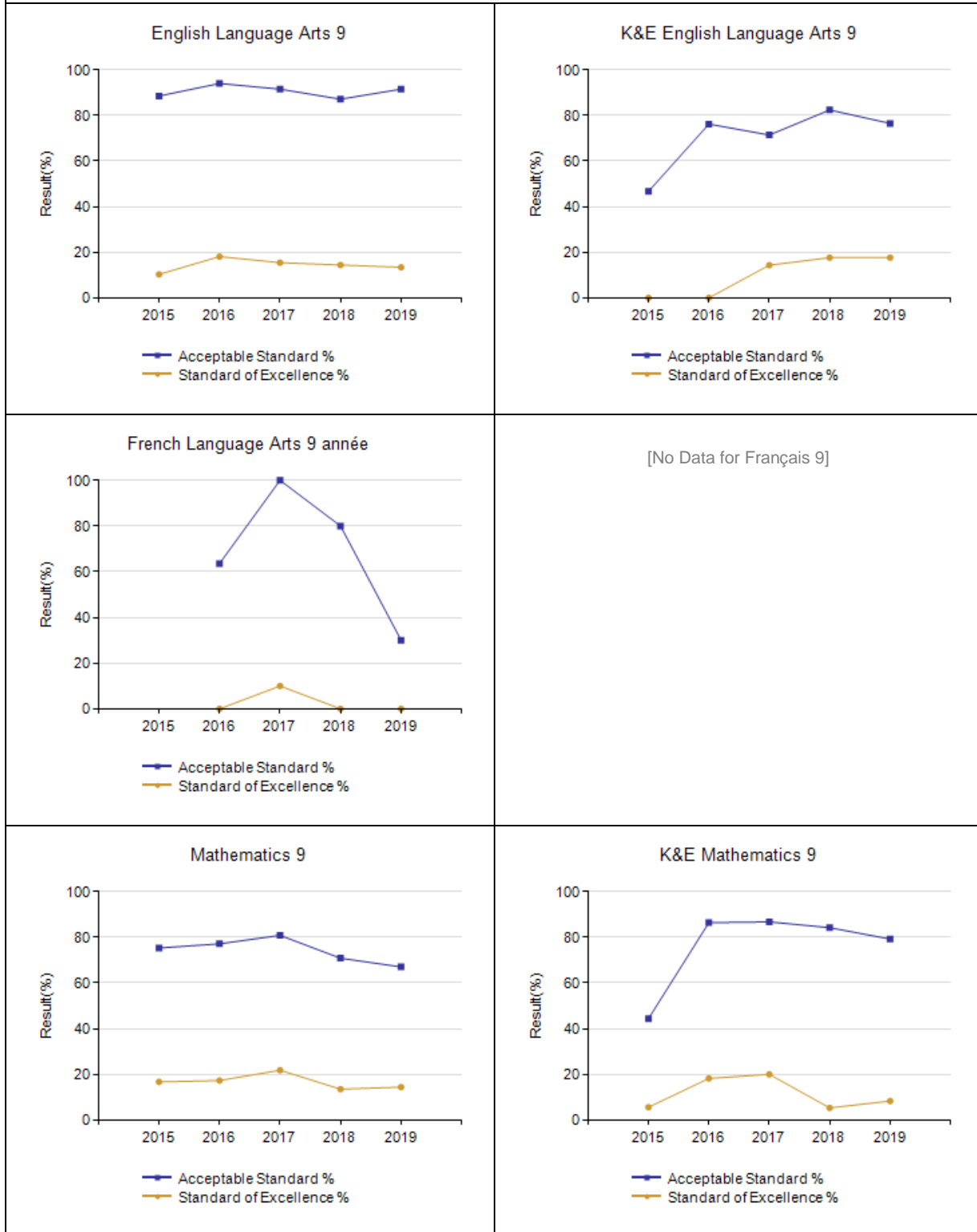
Graph of Provincial Achievement Test Results by Course



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2. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
3. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, respectively.

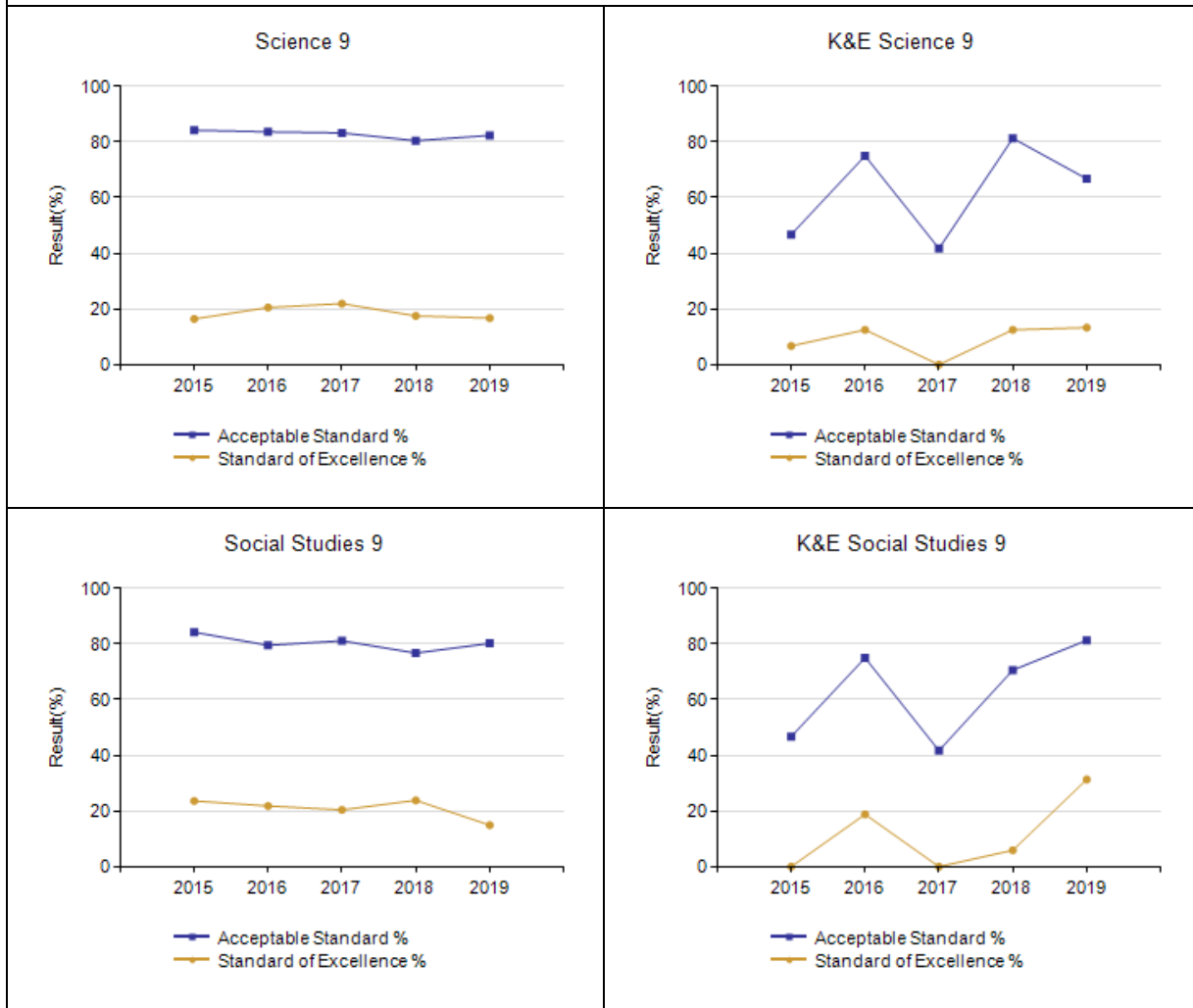
Graph of Provincial Achievement Test Results by Course



Notes:

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5. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, respectively.

Graph of Provincial Achievement Test Results by Course



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.

PAT Results Course By Course Summary By Enrolled With Measure Evaluation

		Medicine Hat Roman Catholic Se						Alberta				
		Achievement	Improvement	Overall	2019		Prev 3 Year Average		2019		Prev 3 Year Average	
Course	Measure				N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	Very High	Improved	Excellent	209	92.8	202	89.3	54,820	83.2	49,573	82.9
	Standard of Excellence	High	Maintained	Good	209	18.7	202	19.6	54,820	17.8	49,573	19.1
French Language Arts 6 année	Acceptable Standard	Intermediate	Maintained	Acceptable	15	80.0	13	80.2	3,559	87.7	3,122	86.0
	Standard of Excellence	Very Low	Maintained	Concern	15	0.0	13	0.0	3,559	15.7	3,122	13.3
Français 6 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	663	90.3	574	92.2
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	663	24.6	574	20.6
Mathematics 6	Acceptable Standard	High	Maintained	Good	209	80.9	202	79.3	54,778	72.5	49,502	71.5
	Standard of Excellence	Intermediate	Improved	Good	209	16.3	202	11.0	54,778	15.0	49,502	13.5
Science 6	Acceptable Standard	High	Maintained	Good	195	88.7	206	90.2	54,879	77.6	49,520	77.9
	Standard of Excellence	High	Maintained	Good	195	30.8	206	30.0	54,879	28.6	49,520	28.9
Social Studies 6	Acceptable Standard	Very High	Maintained	Excellent	195	88.2	206	86.0	54,802	76.2	49,511	73.1
	Standard of Excellence	High	Improved	Good	195	27.7	206	21.8	54,802	24.4	49,511	22.3
English Language Arts 9	Acceptable Standard	Very High	Maintained	Excellent	201	91.5	203	90.9	47,465	75.1	45,363	76.6
	Standard of Excellence	Intermediate	Maintained	Acceptable	201	13.4	203	16.0	47,465	14.7	45,363	14.9
K&E English Language Arts 9	Acceptable Standard	High	Maintained	Good	17	76.5	15	76.7	1,569	57.4	1,551	58.1
	Standard of Excellence	High	Maintained	Good	17	17.6	15	10.6	1,569	5.4	1,551	6.0
French Language Arts 9 année	Acceptable Standard	Very Low	Declined Significantly	Concern	10	30.0	10	81.2	2,811	82.9	2,758	82.5
	Standard of Excellence	Very Low	Maintained	Concern	10	0.0	10	3.3	2,811	12.3	2,758	10.6
Français 9 année	Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a	396	88.6	380	86.0
	Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a	396	26.0	380	25.1
Mathematics 9	Acceptable Standard	Intermediate	Declined Significantly	Issue	194	67.0	200	76.3	46,764	60.0	44,959	64.7
	Standard of Excellence	Intermediate	Maintained	Acceptable	194	14.4	200	17.5	46,764	19.0	44,959	17.1
K&E Mathematics 9	Acceptable Standard	High	Maintained	Good	24	79.2	19	85.7	2,190	59.6	2,007	58.7
	Standard of Excellence	Intermediate	Maintained	Acceptable	24	8.3	19	14.5	2,190	13.2	2,007	13.3
Science 9	Acceptable Standard	Very High	Maintained	Excellent	203	82.3	203	82.4	47,489	75.2	45,363	74.6
	Standard of Excellence	Very High	Maintained	Excellent	203	16.7	203	20.0	47,489	26.4	45,363	22.7
K&E Science 9	Acceptable Standard	Intermediate	Maintained	Acceptable	15	66.7	15	66.0	1,536	61.7	1,520	64.1
	Standard of Excellence	Intermediate	Maintained	Acceptable	15	13.3	15	8.3	1,536	10.7	1,520	13.3
Social Studies 9	Acceptable Standard	Very High	Maintained	Excellent	202	80.2	203	79.1	47,496	68.7	45,366	66.1
	Standard of Excellence	Intermediate	Declined	Issue	202	14.9	203	22.0	47,496	20.6	45,366	19.9
K&E Social Studies 9	Acceptable Standard	High	Improved	Good	16	81.3	15	62.4	1,466	55.9	1,501	56.5
	Standard of Excellence	High	Improved	Good	16	31.3	15	8.2	1,466	15.0	1,501	12.8

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. 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.
3. Participation in Provincial Achievement Tests was impacted by the fires in May to June 2016 and May to June 2019. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
4. Part A, which requires students to complete number-operation questions without using calculators, was added to Mathematics 6 in 2016/17 and Mathematics 9 in 2017/18, respectively.

Measure Evaluation Reference - Achievement Evaluation

Achievement evaluation is based upon a comparison of Current Year data to a set of standards that remain consistent over time. The Standards are calculated by taking the 3-year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th, and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation.

The table below shows the range of values defining the 5 achievement evaluation levels for each measure.

Course	Measure	Very Low	Low	Intermediate	High	Very High
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 année	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
Mathematics 6	Acceptable Standard	0.00 - 63.91	63.91 - 70.73	70.73 - 79.61	79.61 - 88.67	88.67 - 100.00
	Standard of Excellence	0.00 - 8.53	8.53 - 11.31	11.31 - 18.13	18.13 - 25.17	25.17 - 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
Social Studies 6	Acceptable Standard	0.00 - 58.97	58.97 - 68.15	68.15 - 76.62	76.62 - 83.55	83.55 - 100.00
	Standard of Excellence	0.00 - 7.30	7.30 - 12.45	12.45 - 19.08	19.08 - 30.09	30.09 - 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
K&E English Language Arts 9	Acceptable Standard	0.00 - 29.97	29.97 - 53.86	53.86 - 76.19	76.19 - 91.85	91.85 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 0.30	0.30 - 10.00	10.00 - 20.31	20.31 - 100.00
French Language Arts 9 année	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
Mathematics 9	Acceptable Standard	0.00 - 52.42	52.42 - 60.73	60.73 - 73.88	73.88 - 78.00	78.00 - 100.00
	Standard of Excellence	0.00 - 8.18	8.18 - 12.49	12.49 - 18.10	18.10 - 24.07	24.07 - 100.00
K&E Mathematics 9	Acceptable Standard	0.00 - 28.14	28.14 - 53.85	53.85 - 75.83	75.83 - 94.44	94.44 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 6.07	6.07 - 20.43	20.43 - 31.67	31.67 - 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
K&E Science 9	Acceptable Standard	0.00 - 38.75	38.75 - 59.30	59.30 - 78.33	78.33 - 87.58	87.58 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 7.47	7.47 - 21.41	21.41 - 40.82	40.82 - 100.00
Social Studies 9	Acceptable Standard	0.00 - 56.26	56.26 - 62.27	62.27 - 74.04	74.04 - 79.85	79.85 - 100.00
	Standard of Excellence	0.00 - 10.03	10.03 - 12.78	12.78 - 19.76	19.76 - 24.03	24.03 - 100.00
K&E Social Studies 9	Acceptable Standard	0.00 - 38.79	38.79 - 53.82	53.82 - 72.42	72.42 - 84.88	84.88 - 100.00
	Standard of Excellence	0.00 - 0.00	0.00 - 5.71	5.71 - 17.19	17.19 - 36.26	36.26 - 100.00

Notes:

1. 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. 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

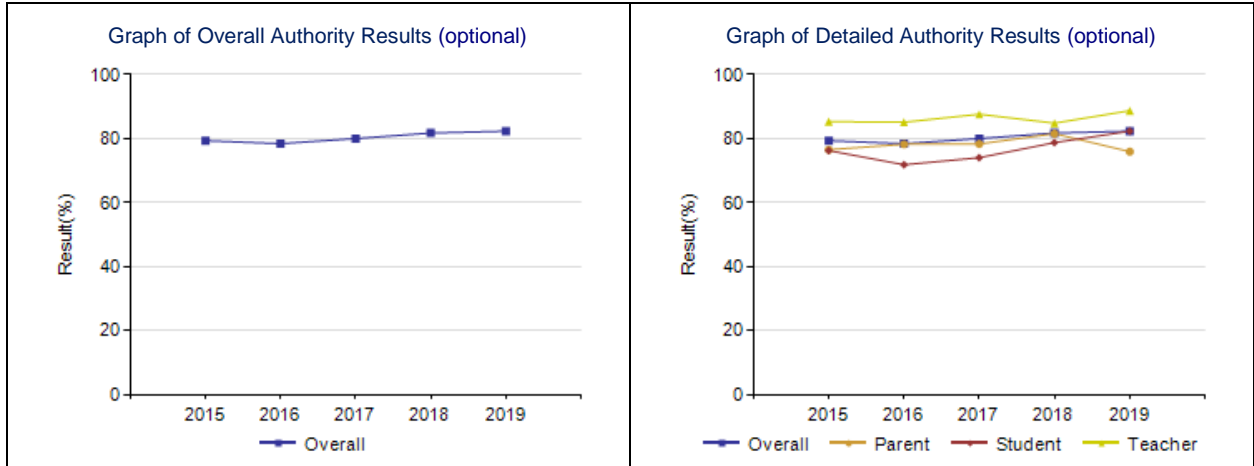
The overall evaluation combines the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

	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

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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	79.3	78.4	80.0	81.7	82.3	81.3	81.9	81.9	81.8	82.2
Teacher	85.3	85.1	87.6	84.8	88.7	87.2	88.1	88.0	88.4	89.1
Parent	76.5	78.2	78.3	81.5	75.9	79.9	80.1	80.1	79.9	80.1
Student	76.2	71.8	74.0	78.7	82.3	76.9	77.5	77.7	77.2	77.4

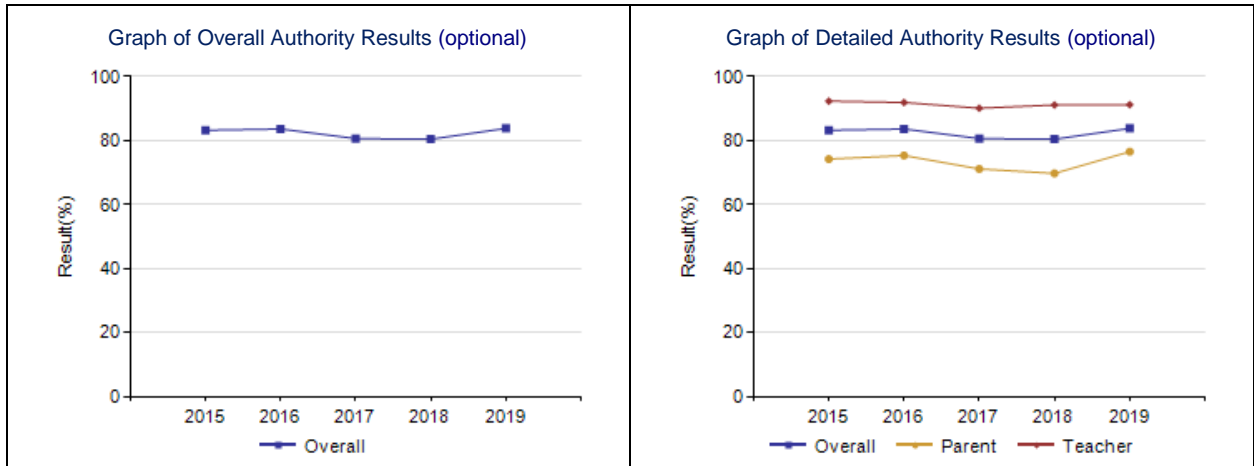


- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Parental Involvement – Measure Details

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

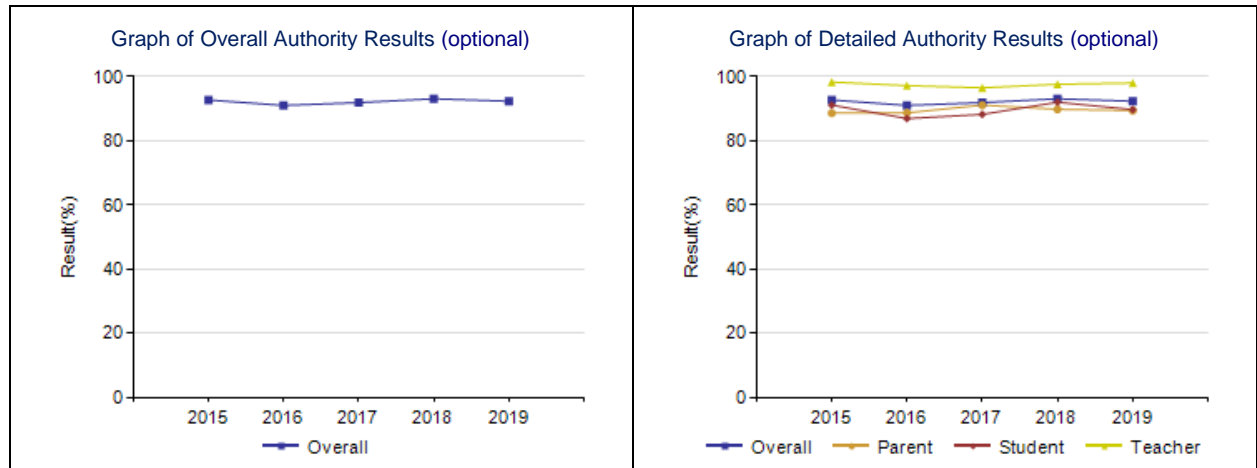
	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	83.2	83.6	80.6	80.4	83.8	80.7	80.9	81.2	81.2	81.3
Teacher	92.3	91.9	90.1	91.1	91.2	88.1	88.4	88.5	88.9	89.0
Parent	74.2	75.3	71.1	69.7	76.5	73.4	73.5	73.9	73.4	73.6



- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).

Education Quality – Measure Details

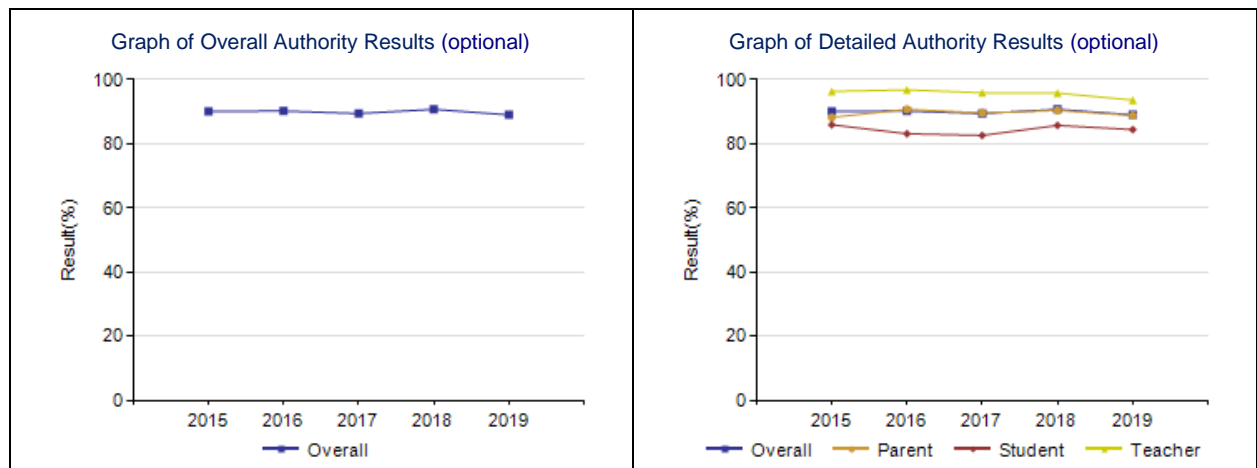
Percentage of teachers, parents and students satisfied with the overall quality of basic education.										
	Authority					Province				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	92.7	91.0	91.9	93.1	92.3	89.5	90.1	90.1	90.0	90.2
Teacher	98.3	97.2	96.5	97.6	98.0	95.9	96.0	95.9	95.8	96.1
Parent	88.6	88.7	91.1	89.8	89.4	85.4	86.1	86.4	86.0	86.4
Student	91.1	86.9	88.2	92.0	89.7	87.4	88.0	88.1	88.2	88.1



- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	90.1	90.2	89.4	90.7	89.0	89.2	89.5	89.5	89.0	89.0
Teacher	96.3	96.8	95.9	95.8	93.6	95.4	95.4	95.3	95.0	95.1
Parent	88.2	90.7	89.6	90.4	88.8	89.3	89.8	89.9	89.4	89.7
Student	85.9	83.1	82.6	85.7	84.4	83.0	83.4	83.3	82.5	82.3

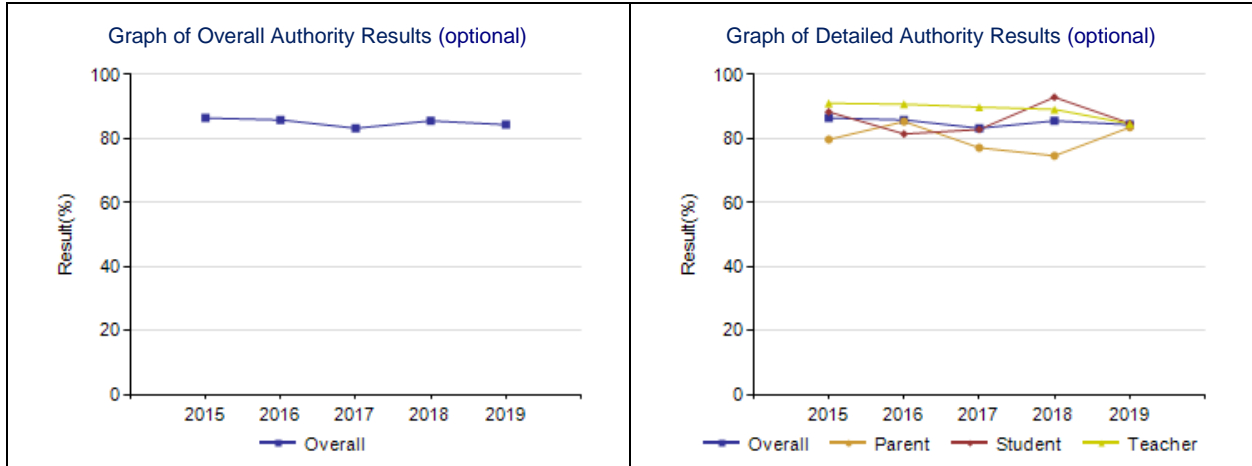


- Notes:
1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
 2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

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				
	2015	2016	2017	2018	2019	2015	2016	2017	2018	2019
Overall	86.4	85.8	83.2	85.5	84.3	79.6	81.2	81.4	80.3	81.0
Teacher	91.0	90.7	89.8	89.1	84.6	79.8	82.3	82.2	81.5	83.4
Parent	79.7	85.3	77.1	74.6	83.5	78.5	79.7	80.8	79.3	80.3
Student	88.3	81.4	82.8	92.9	84.7	80.7	81.5	81.1	80.2	79.4



Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Student participation in the survey was impacted between 2014 and 2017 due to the number of students responding through the OurSCHOOL/TTFM (Tell Them From Me) survey tool.

Medicine Hat Catholic Board of Education 2019- 2020 Annual Education Results Report Summary

Progress

Accountability Pillar Results continue to indicate strong results. The Accountability Pillar ensures all school jurisdictions are measuring success in the same way. Our school Division has done exceptionally well and we have a lot to celebrate. Medicine Hat Catholic Schools continue to excel on the Alberta Education accountability pillars. Students are achieving well above the provincial average in **12** of **16** categories, outperforming their provincial counterparts. Our Grade 6 & 9 students average **9.3 %** higher than the province on meeting the acceptable standards in all Provincial Achievement Exams and our High School Completion Rate continues to be strong with results **10.5 %** higher than the provincial average. In **5** categories measured in the accountability pillar survey, MHCBE results improved over 2018-2019. These results show the high quality of education in our Catholic Schools and the commitment of staff and parents in ensuring students are safe, engaged and successful.

Priorities

- Celebrate our Catholic identity through the Marks of a Catholic School
- Provide a continuum of support for the mental health and well-being of parents, students, and staff in a welcoming, caring, respectful and safe learning environment.
- Develop teachers with the necessary skills to teach 21st century learners.
- Effectively use technology to support learning.
- Foster meaningful parental involvement and stakeholder engagement.

Summary

Medicine Hat Catholic Board of Education continues to provide excellent Catholic education in partnership with family, church and community.

We are continuing to work together in partnership to find ways to support and sustain our programs throughout the division.

We continue to be innovative in striving to become more effective and efficient. Supporting student with needs in an inclusive education model will continue to be a division goal in order to achieve success for all students. Supporting student with needs in an inclusive education model will continue to be a division goal in order to achieve success for all students.

Financial Summary

School Jurisdiction Code: 4501

STATEMENT OF OPERATIONS
For the Year Ended August 31, 2019 (in dollars)

	Budget 2019	Actual 2019	Actual 2018
REVENUES			
Government of Alberta	\$ 26,441,527	\$ 27,000,542	\$ 25,865,483
Federal Government and First Nations	\$ -	\$ -	\$ -
Out of province authorities	\$ -	\$ -	\$ -
Alberta municipalities-special tax levies	\$ -	\$ -	\$ -
Property taxes	\$ 4,404,533	\$ 4,191,654	\$ 4,791,791
Fees (Schedule 8)	\$ 470,412	\$ 629,230	\$ 612,667
Other sales and services	\$ 832,332	\$ 1,031,966	\$ 886,082
Investment income	\$ 35,000	\$ 76,373	\$ 77,340
Gifts and donations	\$ 120,933	\$ 163,646	\$ 128,462
Rental of facilities	\$ 17,640	\$ 26,121	\$ 21,573
Fundraising	\$ 112,719	\$ 137,175	\$ 236,002
Gains on disposal of capital assets	\$ -	\$ -	\$ -
Other revenue	\$ 13,000	\$ 116,793	\$ 18,695
Total revenues	\$ 32,448,096	\$ 33,373,500	\$ 32,638,095
EXPENSES			
Instruction - ECS	\$ 3,513,461	\$ 3,602,361	\$ 3,320,908
Instruction - Grades 1 - 12	\$ 21,273,427	\$ 21,184,031	\$ 21,979,901
Plant operations and maintenance (Schedule 4)	\$ 4,589,190	\$ 4,665,435	\$ 4,391,402
Transportation	\$ 1,233,229	\$ 1,260,072	\$ 1,193,294
Board & system administration	\$ 1,702,728	\$ 1,672,813	\$ 1,674,790
External services	\$ 411,636	\$ 456,946	\$ 559,124
Total expenses	\$ 32,723,671	\$ 32,841,658	\$ 33,119,418
Operating surplus (deficit)	\$ (275,575)	\$ 531,843	\$ (481,323)
Accumulated operating surplus (deficit) at beginning of year		\$ 2,166,557	\$ 2,647,880
Accumulated operating surplus (deficit) at end of year	\$ (275,575)	\$ 2,698,399	\$ 2,166,557

The accompanying notes and schedules are part of these financial statements.

School Generated Funds

'School Generated Fund information for the Medicine Hat Catholic Board of Education can be found in Note 16 of the Audited Financial Statements for the year ending August 31, 2019.'

More information by contacting Business Services at Medicine Hat Catholic Board of Education (403) 527-2292 or by email communications@mhcb.e.ab.ca.

Budget Allocation by Program

Medicine Hat Catholic Board of Education
Budget Allocation by Programs

2018-19 Audited Financial Statements							
Category	Instruction	POM	TSPN	Board and System	External Services	Total	%age
Certificated Salaries	13,286,529	-	-	330,025	-	13,616,554	41%
Certificated Benefits	2,975,842	-	-	42,457	-	3,018,299	9%
Non-Certificated Salaries	4,415,540	1,164,291	16,340	756,251	263,180	6,615,603	20%
Non-Certificated Benefits	945,537	283,605	4,440	165,031	88,375	1,486,988	5%
Services, Contracts & Supplies	3,122,722	1,534,668	1,239,292	375,517	105,391	6,377,590	19%
Amortization of Supported Assets	40,221	1,622,443	-	3,252	-	1,665,916	5%
Other Interest & Finance Charges	-	-	-	280	-	280	0%
Losses on Disposal of Tangible Capital Assets	-	60,428	-	-	-	60,428	0%
Total Expenditures	24,786,392	4,665,435	1,260,072	1,672,813	456,946	32,841,658	100%
Add: Capitalized Assets	31,491	8,959	-	-	-	40,450	
Adjusted Total Expenditures	24,817,883	4,674,394	1,260,072	1,672,813	456,946	32,882,108	

2019-20 Fall Budget Update							
Category	Instruction	POM	TSPN	Board and System	External Services	Total	%age
Certificated Salaries	12,777,621	-	-	315,250	-	13,092,871	40%
Certificated Benefits	3,010,065	-	-	42,079	-	3,052,144	9%
Non-Certificated Salaries	3,848,889	1,145,004	14,779	738,693	595,125	6,342,490	19%
Non-Certificated Benefits	1,005,792	298,994	4,926	174,214	95,798	1,579,724	5%
Services, Contracts & Supplies	3,700,053	1,579,105	1,300,702	388,774	65,982	7,034,616	21%
Amortization Expense	43,473	1,624,644	-	-	-	1,668,117	5%
Other Interest & Finance Charges	-	-	-	-	-	-	0%
Losses on Disposal of Tangible Capital Assets	-	-	-	5,000	-	5,000	0%
Total Expenditures	24,385,893	4,647,746	1,320,407	1,664,010	756,905	32,774,961	100%

Summary of Net Assets

**Medicine Hat Catholic Board of Education
Summary of Net Assets and Reserve Budget
2019-20 Fall Budget Update Summary**

	2019-20			2019-20 Closing Balance	Change in Balance
	2019-20 Opening Balance	Transfers In	Transfers Out		
Unrestricted Net Assets					
Unrestricted	477,346			160,086	(317,260)
2019-20 Revenue over Expenses	(693,063)		693,063		
Unsupported Amortization from Investment in Capital Assets	249,267	249,267			
Transfer Portion of Amortization to Capital Assets	-		-		
Transfer to Capital Reserve - Child Care Modular Capital Reserve	(6,500)		6,500		
School Generated Fund Balances	63,441	63,441			
Learning Services CCT Program	-		-		
International Student Surplus - Restricted	(23,099)	23,099	-		
School and Department use of Restricted Reserve	46,495	46,495			
Restricted Reserves					
Working Capital (5-days = \$656,463)	-	-	-	-	
Department Reserves					
School Based	84,269	-	46,495	37,774	
Learning Services - CCT Program	1,076	-	-	1,076	
School Generated Funds	620,263		63,441	556,822	
International Student Program	40,605	-	23,099	17,505	
Band	36,028		-	36,028	
O&M Equipment	57,416		-	57,416	
Total Operating Reserves	839,657	-	133,035	706,621	(133,035)
Total Accumulated Operating Surplus	1,317,003	382,302	832,598	866,707	(450,296)
Capital Reserves					
Child Care Modular	52,000	6,500		58,500	6,500
Amortization from Capital Assets	-	-	-	-	-
Total Net Assets (Not invested in Capital Assets)	1,369,003	388,802	832,598	925,207	(443,796)
Accumulated Surplus from Operations net of SGF	696,740			309,885	

Summary of Facility & Capital Plan & Infrastructure Maintenance Renewal (IMR) Projects

Capital Plan

The Board continues to work with FWBA Architects to develop a 10-year and 3-year capital plan. The Current Capital Plan may be found in the documents library @ www.mhcbe.ab.ca

Infrastructure Maintenance Renewal Plan

The Board of Trustees for the Medicine Hat Catholic Board of Education approved the 2019-20 IMR Plan in November 2019 and the plan may be found in the documents library @ www.mhcbe.ab.ca

The table below outlines the IMR resources available to the Division in 2019-2020:

IMR Funds Available for 2018-19	\$ 2,669,920
less: 2018-19 IMR Funds Capitalized	1,250,390
less: 2018-19 IMR Funds Expensed	121,537
Prior year IMR Funds Carry-forward	1,297,992
add: 2019-20 IMR Allocation	942,898
IMR Funds Available for 2019-20	2,240,890
less: Prior year project budgets to be completed Capital	527,722
less: Prior year project budgets to be completed Expense	66,909
IMR Funds Available for new projects 2019-20	1,646,260
less: 2019-20 New Projects Capital	1,178,560
less: 2019-20 New Projects Expense	365,760
IMR Funds available for emergent needs or carry forward	\$ 101,940

The amounts being invested into schools based on the 2019-20 IMR is outlined below:

Facility	Approved Budget
All schools	\$ 30,480
Monsignor McCoy	136,226
Mother Teresa	293,637
Notre Dame Academy	43,688
St. Francis Xavier	610,197
St. Louis	30,480
St. Mary's	443,376
St. Michael's	285,689
St. Patrick's	265,176
Total	\$ 2,138,949

Additional information can be obtained by contacting the Medicine Hat Catholic Board of Education, Secretary-Treasurer, Mr. Greg MacPherson at (403) 502-8360.

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 Annual Education Results Report (AERR) and the Three Year Plan are discussed at Parent Council Association which is an umbrella group of all school councils.

Approval

The Board of Trustees for the Medicine Hat Catholic Board of Education approved the 2019 - 2022 Annual Education Results Report and Three Year Education Plan at the December 10, 2019 Board Meeting.

Weblinks

- [2019-2020 Budget](#)
- [Fall Budget Update](#)
- [2019-2020 Budget Highlights](#)
- [Audited Financial Statements](#)
- [Provincial Roll-up of Audited Financial Statements](#)
- [2019 - 2022 Combined Annual Education Results Report and Three Year Education Plan](#)
- [AERR and Three Year Education Plan Summary](#)
- [Central Office Contact](#)

Communication

Medicine Hat Catholic Board of Education will post the Combined Annual Education Results Report and Three Year Education Plan on the MHCBE website:

<https://www.mhcbe.ab.ca/download/223054>

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 – 1st Avenue SW Medicine Hat, Alberta T1A 8B4
(403) 527-2292

