

Annual Education Results Report

2022-2023



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CHINOOK'S EDGE SCHOOL DIVISION ASSURANCE

The Annual Education Results Report for Chinook's Edge School Division for the 2022/2023 school year was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency Act. The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society. This Annual Education Results Report for 2022/2023 was approved by the Board on November 28, 2023.

This report meets the obligations as identified by Alberta Education.

The Central Office Leadership Team recognizes the daily efforts and intention on the part of our school staff members and all other division employees to put students first in all that we do. We want to thank them for their continued commitment to academic excellence, social emotional well-being, and career connections.



Mrs. Holly Bilton
Chair of the Board of Trustees

Mr. Kurt Sacher
Superintendent of Schools

OUR SCHOOLS

Bowden

Bowden Grandview School (K-12)
2238 – 21 Avenue, Bowden, AB TOM OKO

Carstairs

Carstairs Elementary School (K-4)
1404 Scarlett Ranch Blvd, Carstairs, AB TOM ONO

Hugh Sutherland School (5-12)
RR 1, Carstairs, AB TOM ONO

Cremona

Cremona School (K-12)
206 3 Street East, Cremona, AB TOM ORO

Delburne

Delburne School (K-12)
2611 18 Street, Delburne, AB TOM OVO

Didsbury

Ross Ford Elementary School (PreK-4)
2016 23 Street, Didsbury, AB TOM OWO

Westglen School (5-8)
2405 23 Avenue, Didsbury, AB TOM OWO

Didsbury High School (9-12)
Didsbury Career High School
1515 – 15 Avenue, Didsbury, AB TOM OWO

Elnora

Elnora School (K-8)
5 Princess Street, Elnora, AB TOM OYO

Innisfail

École John Wilson Elementary School (K-4)
4401 52 Avenue, Innisfail, AB T4G 1A7

Innisfail Middle School (5-8)
4501 52 Avenue, Innisfail, AB T4G 1A8

Innisfail High School (9-12)
Innisfail Career High School
4459 51 Avenue, Innisfail, AB T4G 1A8

Olds

École Olds Elementary School (PreK-4)
5413 - 53 Street, Olds, AB T4H 1S9

École Deer Meadow School (5-8)
5411 61 Avenue, Olds, AB T4H 1T2

École Olds High School (9-12)
Olds Career High School
4500 – 50 Street, Olds, AB T4H 1P5

Olds Koinonia Christian School (K-12)
Box 4039, Olds, AB T4H 1P7

Reed Ranch School (K-6)
RR 1 Site 5 Box 12, Olds, AB T4H 1P2

Horizon School
5401 53 Street, Olds, AB T4H 1T3

Penhold

Jessie Duncan School (PreK-3)
105 Newton Drive, Penhold, AB TOM 1R0

Penhold Elementary School (4-6)
1500 Fleming Avenue, Penhold, AB TOM 1R0

Penhold Crossing Secondary School (7-12)
Penhold Career High School
1B Waskasoo Avenue, Penhold, AB TOM 1R0

Red Deer County

Poplar Ridge School (K-6)
38458 RR 283, Red Deer County, AB T4E 0L9

Spruce View

Spruce View School (K-12)
3054 Hwy 54, Spruce View, AB TOM 1V0

Sundre

River Valley School (PreK-8)
310 Center Street North, Sundre, AB TOM 1X0

Sundre High School (9-12)
Sundre Learning Center
102 2 Avenue NW, Sundre, AB TOM 1X0

Sylvan Lake

École Steffie Woima Elementary (PreK-6)
4720 45 Avenue, Sylvan Lake, AB T4S 1A5

Beacon Hill Elementary School (K-6)
29 Brookstone Drive, Sylvan Lake, AB T4S 0M1

C. P. Blakely School (K-6)
4815 – 43 Street, Sylvan Lake, AB T4S 1A3

École Fox Run School (7-8)
2 Falcon Ridge Drive, Sylvan Lake, AB T4S 2H1

École H. J. Cody School (9-12)
Sylvan Lake Career High
4520 50 Street, Sylvan Lake, AB T4S 1A4

Colony Schools

May City Hutterite Colony School
Neudorf Hutterite
Pine Hill Hutterite School
Rainbow Colony School

MOVING FORWARD: SUPPORTING 11,000 STUDENTS

As we emerged as a school division from the disruptions and uncertainties of the pandemic, it became clear that our families had each been on a unique journey. A new normal was becoming apparent, one where teachers needed to recalibrate expectations, incorporate teaching of social skills, and address learning gaps. While many of our students and families were able to adjust to the context of the past three years, some struggled to adjust to full school days and needed social emotional supports. Our staff members were thrilled to return to the richness of in person learning, yet found greater behavioural and academic diversity than ever before in their classrooms.

We quickly realized that in order to support our students and their families, we needed to come together collaboratively. Professional learning opportunities ensued to fine tune literacy and numeracy interventions. Schools incorporated collaborative response models where teams came together to brainstorm solutions and share successes. High school teacher teams created resource repositories which allowed them to focus on student needs rather than material creation. Professional learning communities connected in order to support new curriculum roll out.

As our staff members came together in these ways and more, two things were occurring. Firstly, we were seeing the teacher quality standard around collaboration come to life. Secondly, we saw staff competence and confidence improve as they celebrated student successes and shared challenges. The pandemic tagline “We are in this together” continued to pave the way for our students, their families and our staff members.

This Annual Education Results Report endeavors to highlight both successes and challenges of the 2022-23 school year. We are confident that our teachers, administrators and support staff members will continue to lead the way with compassion, patience, and strength.

In our school division, voice from each of our stakeholders is valued as we plan forward, and allocate resources. With the help of our Board, Matters Committees, Superintendent Advisory Team, School Councils and school administrative teams, we have identified some understandings around our three division goals:

Academic Excellence

- the team of parent, student and teacher is integral to academic success
- disruption to in person learning has resulted in learning gaps and delay
- collaboration is integral for staff members to support student learning (collaborative response, course planning, etc)

Social Emotional Well-being

- both staff and student wellness must be a priority as we establish a path forward in education
- supporting student attendance is key to closing learning gaps and connecting students to their school environments
- collaboration is vital to supporting students with complex needs (KITE, RASP, CRM)

Career Connections

- pathway and skill development from grades 7-11 continue to be an important strategy in successful post-secondary transition
- students must be connected to areas of passion (extra-curricular sports and clubs, dual credit opportunities)
- dual credit collegiate experiences are beneficial in supporting high school completion

Chinook's Edge knows that sharing information effectively through websites builds a sense of community, connects staff members, enhances relationships with parents, expedites work and deepens the positive culture across our large school division. All of our School Education Plans can be found on individual [school websites](#), and align with division goals and stakeholder input.

GOAL 1: ACADEMIC EXCELLENCE

Domains:

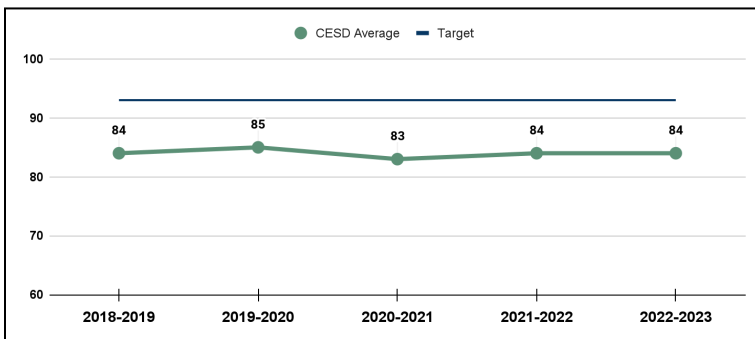
- Student Growth and Achievement
- Teaching and Leading
- Learning Supports

Division Outcome: CESD students will reach their highest academic potential.

Division Target: 93% of CESD students will be reading at or above grade level.

Literacy continues to be key to student learning and future academic success. From 'learning to read' to 'reading to learn', Chinook's Edge teachers maintain a steady focus on our target of 93% of students reading at grade level. Despite disruptions to learning and attendance challenges, we are pleased to report continued excellence in literacy across the division.

Chinook's Edge Reading Data



We recognize the purposeful classroom strategies and support from home that has created such success for Chinook's Edge students. Level A reading assessments are completed early in the school year, allowing teachers to identify reading challenges and plan for appropriate supports. Leveled literacy interventions, daily five, and reading buddies are all strategies employed at our schools to support literacy success.

While we are pleased to see strong literacy achievement across the division, steps to improve this result are underway. With a focus on new curriculum implementation, explicit instruction around foundational literacy skills are crucial to advancing this goal. Our professional development structure allows the division to bring teachers together in order to develop and enhance literacy skills. We are confident that as teachers employ new strategies around literacy, our number of students reading at grade level will only increase.

Grade 1-3 Literacy Assessments

Grade Level	Assessment	January		June	
		Acceptable Standard	At-risk	Acceptable Standard	At-risk
1	CC3-1	85%	15%	91%	9%
1	LENS-1	77%	23%	87%	13%
1	CC3-1(FI)	87%	13%	96%	4%
1	LENS-1(FI)	72%	28%	77%	23%
		September		June	
Grade Level	Assessment	Acceptable Standard	At-risk	Acceptable Standard	At-risk
2	CC3-2	76%	24%	84%	16%
2	CC3-2(FI)	75%	25%	96%	4%
3	CC3-3	74%	26%	83%	17%
3	CC3-3(FI)	81%	19%	87%	13%

Analysis: We saw significant increases in student foundational literacy knowledge over the course of the 22-23 school year. The combination of additional resources to support individualized and small group instruction combined with the explicit instruction of foundational phonics instruction moved a significant portion of our at-risk 1-3 population into the acceptable range. As we compare and contrast reading comprehension data with government literacy screening data it is important to note that our screens support a deeper understanding of foundational phonics understanding versus our Level A reading data which is focused holistically on over reading skill.

Division Target: 100% of CESD students participating will meet the acceptable/satisfactory standard, and 25% of CESD students will achieve the standard of excellence/proficiency on grade level assessments.

Numeracy has been a focus for Chinook's Edge School Division. Students in grade 2-10 across the division participated in the *Math Intervention and Programming Instrument (MIPI)*. The following achievement has been drawn from the numeracy data below:

Grade	Acceptable	Excellence
Chinook's Edge	73%	28%
2	96%	70%
3	89%	41%
4	81%	31%
5	73%	20%
6	78%	18%
7	66%	21%
8	61%	21%
9	53%	17%
10	48%	9%

From our results we are pleased to see a marked improvement from last year in the area of numeracy. A three percent jump in acceptable standard is accompanied by a five percent improvement in students achieving over 80% across the division on the assessment tool. While middle school achievement levels have increased, we continue to see a significant drop in division three due to the increasingly complex learning outcomes. Our teachers are committed to a fall numeracy assessment (MIPI), and their analysis and support allows them to design meaningful student learning experiences.

Grade 1-3 Numeracy Assessments

Grade Level	Assessment	January		June	
		Acceptable Standard	At-risk	Acceptable Standard	At-risk
1	Numeracy-1	79%	21%	87%	13%
1	Numeracy-1(FI)	43%	57%	68%	32%
Grade Level	Assessment	September		June	
		Acceptable Standard	At-risk	Acceptable Standard	At-risk
2	Numeracy-2	67%	33%	86%	14%
2	Numeracy-2(FI)	67%	33%	92%	8%
3	Numeracy-3	75%	25%	87%	13%
3	Numeracy-3(FI)	81%	19%	92%	8%

Analysis: CESD students significantly increased their overall numeracy performance over the course of the 22-23 school year. This increase was due to the use of disruption funding to allow individual and small group support of our at-risk students, and additional professional development support related to new curriculum implementation. Overall we saw dramatic reductions in identified at-risk students. It is important to note that CESD will be moving to a new numeracy tool for the 23-24 school year that better aligns with the new curricular outcomes, and allows for greater teacher analysis of student strengths and areas of improvement.

Acceptable standard and standard of excellence: PAT 6 and 9, Diploma exams

Performance Measure	Results (in percentages)					Evaluation		
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall
Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	77.1	n/a	n/a	65.0	66.6	Low	n/a	n/a
Overall percentage of students in Grades 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	18.0	n/a	n/a	14.8	12.7	Low	n/a	n/a
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	87.9	n/a	n/a	78.6	81.2	Intermediate	n/a	n/a
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	22.4	n/a	n/a	15.7	16.3	Intermediate	n/a	n/a

Academic excellence is one of three division goals, and the provincial assessments are a key data point. While we are pleased to see slight improvement at the acceptable standard, with results three percent above provincial average, we are not satisfied with an overall low rating. Excellence results at the PAT level have declined, and are currently over three percent below provincial average. These results are concerning as we know the importance of learner efficacy at the middle school level as students prepare for future course selections. While we celebrate slight gains around PAT achievement, we are not yet back to prepandemic levels.

We are pleased to see our diploma scores at the acceptable standard above provincial average but are aware of the decrease from the previous three year average. As with the PAT, excellence is a focus for us as we address a roughly 6% drop from the previous CESD 3 year average, a trend also seen at the provincial level.

Out of the 14 tests written at the grade 6 and 9 levels, our students performed above acceptable provincial average on twelve of the assessments. At the excellence level, our students outperformed the province on only four of the fourteen assessments. Supporting students into excellence is clearly an area of focus for our school division.



PAT Results Course by Course Summary (Overall)

Course	Measure	Achievement	Chinook's Edge School Division				Alberta			
			2023		Prev Year (2022)		2023		Prev Year (2022)	
			N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	Intermediate	853	84.9	844	81.5	52,106	76.2	56,095	76.1
	Standard of Excellence	Intermediate	853	13.7	844	16.7	52,106	18.4	56,095	18.9
French Language Arts 6	Acceptable Standard	Intermediate	36	77.8	42	52.4	3,131	77.6	3,496	76.9
	Standard of Excellence	Intermediate	36	11.1	42	7.1	3,131	12.5	3,496	10.6
Mathematics 6	Acceptable Standard	Intermediate	853	72.8	843	68.6	52,551	65.4	56,019	64.1
	Standard of Excellence	Intermediate	853	13.8	843	9.0	52,551	15.9	56,019	12.6
Science 6	Acceptable Standard	Low	853	71.5	843	78.5	54,859	66.7	56,451	71.5
	Standard of Excellence	Intermediate	853	19.6	843	23.3	54,859	21.8	56,451	23.7
Social Studies 6	Acceptable Standard	Intermediate	853	70.8	843	74.1	57,655	66.2	56,483	67.8
	Standard of Excellence	Intermediate	853	13.4	843	19.3	57,655	18.0	56,483	20.1
English Language Arts 9	Acceptable Standard	Low	846	75.4	827	68.9	56,255	71.4	35,521	69.6
	Standard of Excellence	Intermediate	846	10.3	827	7.3	56,255	13.4	35,521	12.9
K&E English Language Arts 9	Acceptable Standard	Intermediate	41	70.7	27	66.7	1,254	50.2	1,310	50.5
	Standard of Excellence	High	41	12.2	27	3.7	1,254	5.7	1,310	5.0
French Language Arts 9	Acceptable Standard	Low	22	68.2	28	57.1	3,215	76.1	3,228	73.5
	Standard of Excellence	Very Low	22	0.0	28	7.1	3,215	10.9	3,228	9.9
Mathematics 9	Acceptable Standard	Low	808	57.7	778	54.4	55,447	54.4	32,890	53.0
	Standard of Excellence	Low	808	8.9	778	12.6	55,447	13.5	32,890	16.7
K&E Mathematics 9	Acceptable Standard	Intermediate	76	68.4	74	63.5	1,815	52.7	1,746	55.3
	Standard of Excellence	Intermediate	76	13.2	74	23.0	1,815	11.3	1,746	11.1
Science 9	Acceptable Standard	Intermediate	837	69.3	823	71.1	56,311	66.3	31,215	68.0
	Standard of Excellence	Very High	837	17.9	823	24.2	56,311	20.1	31,215	22.6
K&E Science 9	Acceptable Standard	Intermediate	45	68.9	29	72.4	1,197	52.9	1,185	57.8
	Standard of Excellence	High	45	26.7	29	10.3	1,197	10.9	1,185	11.0
Social Studies 9	Acceptable Standard	Low	828	58.2	823	55.5	56,309	58.4	30,108	60.8
	Standard of Excellence	Low	828	12.1	823	10.6	56,309	15.9	30,108	17.2
K&E Social Studies 9	Acceptable Standard	High	51	76.5	27	74.1	1,140	49.6	1,167	53.2
	Standard of Excellence	High	51	21.6	27	18.5	1,140	10.6	1,167	14.1

PAT Results Course by Course Summary (EAL)

Course	Measure	Chinook's Edge School Division (EAL)						Alberta (EAL)				
		Achievement	Improvement	Overall	2023		Prev 3 Year Average		2023		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Language Arts 6	Acceptable Standard	Low	n/a	n/a	35	68.6	n/a	n/a	9,044	73.9	n/a	n/a
	Standard of Excellence	Very Low	n/a	n/a	35	5.7	n/a	n/a	9,044	13.9	n/a	n/a
Mathematics 6	Acceptable Standard	Intermediate	n/a	n/a	35	71.4	n/a	n/a	9,076	64.9	n/a	n/a
	Standard of Excellence	Very Low	n/a	n/a	35	2.9	n/a	n/a	9,076	15.2	n/a	n/a
Science 6	Acceptable Standard	Very Low	n/a	n/a	35	48.6	n/a	n/a	9,728	64.7	n/a	n/a
	Standard of Excellence	Very Low	n/a	n/a	35	8.6	n/a	n/a	9,728	17.2	n/a	n/a
Social Studies 6	Acceptable Standard	Very Low	n/a	n/a	35	48.6	n/a	n/a	10,098	65.4	n/a	n/a
	Standard of Excellence	Very Low	n/a	n/a	35	2.9	n/a	n/a	10,098	15.7	n/a	n/a
English Language Arts 9	Acceptable Standard	Low	n/a	n/a	26	69.2	n/a	n/a	6,969	62.2	n/a	n/a
	Standard of Excellence	Low	n/a	n/a	26	7.7	n/a	n/a	6,969	6.6	n/a	n/a
Mathematics 9	Acceptable Standard	Low	n/a	n/a	26	53.8	n/a	n/a	6,930	50.1	n/a	n/a
	Standard of Excellence	Very Low	n/a	n/a	26	7.7	n/a	n/a	6,930	12.0	n/a	n/a
Science 9	Acceptable Standard	Low	n/a	n/a	26	57.7	n/a	n/a	6,975	59.4	n/a	n/a
	Standard of Excellence	High	n/a	n/a	26	15.4	n/a	n/a	6,975	15.0	n/a	n/a
Social Studies 9	Acceptable Standard	Very Low	n/a	n/a	26	42.3	n/a	n/a	6,983	50.4	n/a	n/a
	Standard of Excellence	Low	n/a	n/a	26	11.5	n/a	n/a	6,983	11.0	n/a	n/a

PAT Results Course by Course Summary (FNMI)

Course		Measure		Chinook's Edge School Division (FNMI)						Alberta (FNMI)				
				Achievement	Improvement	Overall	2023		Prev 3 Year Average		2023		Prev 3 Year Average	
							N	%	N	%	N	%	N	%
English Language Arts 8	Acceptable Standard	Low	n/a	n/a	65	76.9	n/a	n/a	3,891	60.6	n/a	n/a		
	Standard of Excellence	Low	n/a	n/a	65	10.8	n/a	n/a	3,891	7.1	n/a	n/a		
Mathematics 8	Acceptable Standard	Very Low	n/a	n/a	65	60.0	n/a	n/a	3,907	42.0	n/a	n/a		
	Standard of Excellence	Very Low	n/a	n/a	65	4.6	n/a	n/a	3,907	5.6	n/a	n/a		
Science 8	Acceptable Standard	Very Low	n/a	n/a	65	55.4	n/a	n/a	3,990	46.0	n/a	n/a		
	Standard of Excellence	Very Low	n/a	n/a	65	10.8	n/a	n/a	3,990	9.0	n/a	n/a		
Social Studies 8	Acceptable Standard	Low	n/a	n/a	65	66.2	n/a	n/a	4,332	45.3	n/a	n/a		
	Standard of Excellence	Low	n/a	n/a	65	7.7	n/a	n/a	4,332	6.5	n/a	n/a		
English Language Arts 9	Acceptable Standard	Very Low	n/a	n/a	69	58.0	n/a	n/a	4,375	49.2	n/a	n/a		
	Standard of Excellence	Very Low	n/a	n/a	69	1.4	n/a	n/a	4,375	4.4	n/a	n/a		
Mathematics 9	Acceptable Standard	Very Low	n/a	n/a	63	44.4	n/a	n/a	4,197	28.7	n/a	n/a		
	Standard of Excellence	Very Low	n/a	n/a	63	1.6	n/a	n/a	4,197	3.8	n/a	n/a		
K&E Mathematics 9	Acceptable Standard	Low	n/a	n/a	10	50.0	n/a	n/a	440	48.9	n/a	n/a		
	Standard of Excellence	Intermediate	n/a	n/a	10	10.0	n/a	n/a	440	11.1	n/a	n/a		
Science 9	Acceptable Standard	Very Low	n/a	n/a	68	50.0	n/a	n/a	4,380	42.1	n/a	n/a		
	Standard of Excellence	Low	n/a	n/a	68	5.9	n/a	n/a	4,380	7.1	n/a	n/a		
Social Studies 9	Acceptable Standard	Very Low	n/a	n/a	64	43.8	n/a	n/a	4,393	34.1	n/a	n/a		
	Standard of Excellence	Very Low	n/a	n/a	64	1.6	n/a	n/a	4,393	4.9	n/a	n/a		
K&E Social Studies 9	Acceptable Standard	Intermediate	n/a	n/a	8	62.5	n/a	n/a	262	45.4	n/a	n/a		
	Standard of Excellence	Intermediate	n/a	n/a	8	12.5	n/a	n/a	262	7.3	n/a	n/a		

English Language Arts 6: We are pleased to see almost 85% of our students achieving acceptable standard, almost nine percent above provincial results. We would like to see continued improvement around our excellence results which are currently almost 5% below the provincial average. Implementation of the HLAT has improved standards setting processes, and we are looking forward to seeing benefits in student achievement in writing as a result.

French Language Arts 6: We have a small contingent of students involved in FLA throughout the division. Attraction and retention of qualified teachers is a challenge in a rural school division, however our students are competitive against the province at both acceptable and excellence levels.

Math 6: We are pleased to see an improvement of over 4% at the acceptable standard in mathematics at the grade 6 level, significantly above provincial average of 65.4%. We saw a similar improvement at the excellence level as a division, however our students performed slightly lower than provincial average.

Science 6: We saw a decrease of almost 7% at the acceptable standard, a similar trend seen at the provincial level. A slight decrease was also observed in the excellence category.

Social Studies 6: Similar to Science, Social Studies results saw slight decrease in achievement in the 2022-23 school year.

English Language Arts 9: We are seeing a marked improvement in acceptable standard by 6.5%, 4% above provincial average. At the excellence level, we are seeing an improvement however we are slightly below provincial average. Students are doing slightly better on the writing portion of the ELA assessment.

K&E English Language Arts 9: We are pleased with the improvement of results at the acceptable standard, which is 20% above the provincial average. Excellence results have also improved significantly and students outperformed the province in this category. While we are pleased to see success for our students, we are watchful that a greater number of students are accessing this learning. Participation rates have dramatically increased, and so as a division we are exploring the reasons for this upswing in participation.

French Language Arts 9: We continue to see the number of students participating in French Immersion decline as the grade level increases. We are below the province at both acceptable and excellence levels, however our acceptable standard did improve by over 11% from last year. Our FLA results are significantly lower than other subject areas and are a focus for us as a division.

Math 9: While we are seeing a slight increase in acceptable standard of achievement, we continue to see decline at the level of excellence. Achievement levels are low in mathematics across the province, signifying a continued need for focus in numeracy. Through professional learning communities, we are considering high leverage strategies and interventions to support students into high school mathematics.

K&E Math 9: While we see an improvement in acceptable achievement, we experience a loss of almost 10% at the excellence level. We are pleased to be above provincial average in both areas, but are hoping to reduce the number of students writing K&E math at the grade 9 level. By supporting students with success in foundational mathematics concepts in earlier grades, career paths and doors open for students at the high school level and beyond.

Science 9: In science, we saw a slight decrease in performance at the acceptable and excellence levels, a trend also experienced provincially.

K&E Science 9: We are seeing a slight decrease at the acceptable standard, however remain well above provincial average. In excellence we have seen a significant jump in achievement, almost 16% above provincial average, signifying the possibility some students may have been successful in mainstream science. Participation rates have increased by one third, giving our division pause to consider why students are needing to access our knowledge and employability courses.

Social Studies 9: In social studies, students are performing close to the province. We see slight improvements, and continue to focus on improving our achievement in excellence.

K&E Social Studies 9: While we are significantly outperforming the province at both acceptable and excellence levels, we are noting that students may have been able to find success in mainstream social studies. Participation has increased by almost 50% and will be a topic of further discussion with high school administrators as we explore pathways to accessing this learning.

Diploma Exam Results Course by Course Summary (Overall)

Course	Measure	Achievement	Chinook's Edge School Division				Alberta			
			2023		Prev Year (2022)		2023		Prev Year (2022)	
			N	%	N	%	N	%	N	%
English Language Arts 30-1	Acceptable Standard	Intermediate	392	86.2	224	80.8	31,493	83.7	17,372	78.8
	Standard of Excellence	Intermediate	392	8.7	224	6.7	31,493	10.5	17,372	9.4
English Language Arts 30-2	Acceptable Standard	Intermediate	375	89.6	245	89.8	17,112	86.2	8,903	80.8
	Standard of Excellence	High	375	18.4	245	19.6	17,112	12.7	8,903	12.3
Mathematics 30-1	Acceptable Standard		180	71.1	82	61.0	19,763	70.8	9,102	63.6
	Standard of Excellence		180	20.6	82	14.6	19,763	29.0	9,102	23.0
Mathematics 30-2	Acceptable Standard		269	78.1	89	70.8	14,418	71.1	7,872	61.5
	Standard of Excellence		269	14.9	89	24.7	14,418	15.2	7,872	11.8
Social Studies 30-1	Acceptable Standard	Intermediate	353	82.2	148	87.2	24,023	83.5	13,811	81.5
	Standard of Excellence	Intermediate	353	10.2	148	15.5	24,023	15.9	13,811	15.8
Social Studies 30-2	Acceptable Standard	Low	335	77.6	134	73.9	21,045	78.1	11,131	72.5
	Standard of Excellence	Low	335	4.2	134	6.7	21,045	12.3	11,131	13.2
Biology 30	Acceptable Standard	High	339	88.5	221	77.8	23,270	82.7	13,449	74.3
	Standard of Excellence	High	339	33.0	221	18.6	23,270	32.8	13,449	25.2
Chemistry 30	Acceptable Standard	Intermediate	249	71.5	241	74.7	18,364	80.5	10,196	77.1
	Standard of Excellence	Intermediate	249	24.1	241	22.0	18,364	37.0	10,196	31.1
Physics 30	Acceptable Standard	Intermediate	140	74.3	40	82.5	9,241	82.3	5,560	78.5
	Standard of Excellence	Intermediate	140	18.6	40	15.0	9,241	39.9	5,560	34.6
Science 30	Acceptable Standard	Low	70	72.9	43	60.5	8,007	79.4	4,887	75.7
	Standard of Excellence	Intermediate	70	17.1	43	2.3	8,007	23.1	4,887	17.2

Diploma Exam Results Course by Course Summary (EAL)

Course	Measure	Chinook's Edge School Division (EAL)						Alberta (EAL)				
		Achievement	Improvement	Overall	2023		Prev 3 Year Average		2023		Prev 3 Year Average	
					N	%	N	%	N	%	N	%
English Lang Arts 30-1	Diploma Examination Acceptable Standard	Very Low	n/a	n/a	10	70.0	n/a	n/a	2,482	63.3	n/a	n/a
	Diploma Examination Standard of Excellence	Intermediate	n/a	n/a	10	10.0	n/a	n/a	2,482	3.7	n/a	n/a
English Lang Arts 30-2	Diploma Examination Acceptable Standard	Intermediate	n/a	n/a	9	88.9	n/a	n/a	2,284	71.5	n/a	n/a
	Diploma Examination Standard of Excellence	Very High	n/a	n/a	9	33.3	n/a	n/a	2,284	5.5	n/a	n/a
Mathematics 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	7	85.7	n/a	n/a	1,714	61.1	n/a	n/a
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	7	28.6	n/a	n/a	1,714	23.1	n/a	n/a
Mathematics 30-2	Diploma Examination Acceptable Standard	n/a	n/a	n/a	8	75.0	n/a	n/a	1,327	58.5	n/a	n/a
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	8	12.5	n/a	n/a	1,327	9.7	n/a	n/a
Social Studies 30-1	Diploma Examination Acceptable Standard	Low	n/a	n/a	9	77.8	n/a	n/a	1,415	72.7	n/a	n/a
	Diploma Examination Standard of Excellence	Intermediate	n/a	n/a	9	11.1	n/a	n/a	1,415	8.8	n/a	n/a
Social Studies 30-2	Diploma Examination Acceptable Standard	Very Low	n/a	n/a	7	57.1	n/a	n/a	2,749	62.5	n/a	n/a
	Diploma Examination Standard of Excellence	High	n/a	n/a	7	14.3	n/a	n/a	2,749	7.8	n/a	n/a
Biology 30	Diploma Examination Acceptable Standard	Intermediate	n/a	n/a	10	80.0	n/a	n/a	1,790	72.8	n/a	n/a
	Diploma Examination Standard of Excellence	Very High	n/a	n/a	10	60.0	n/a	n/a	1,790	24.7	n/a	n/a
Chemistry 30	Diploma Examination Acceptable Standard	Very High	n/a	n/a	7	85.7	n/a	n/a	1,479	73.5	n/a	n/a
	Diploma Examination Standard of Excellence	Very High	n/a	n/a	7	57.1	n/a	n/a	1,479	29.9	n/a	n/a
Physics 30	Diploma Examination Acceptable Standard	*	*	*	5	*	n/a	n/a	715	75.7	n/a	n/a
	Diploma Examination Standard of Excellence	*	*	*	5	*	n/a	n/a	715	32.3	n/a	n/a
Science 30	Diploma Examination Acceptable Standard	*	*	*	4	*	n/a	n/a	714	67.4	n/a	n/a
	Diploma Examination Standard of Excellence	*	*	*	4	*	n/a	n/a	714	16.1	n/a	n/a

Diploma Exam Results Course by Course Summary (FNMI)

Course		Measure		Chinook's Edge School Division (FNMI)						Alberta (FNMI)				
				Achievement	Improvement	Overall	2023		Prev 3 Year Average		2023		Prev 3 Year Average	
							N	%	N	%	N	%	N	%
English Lang Arts 30-1	Diploma Examination Acceptable Standard	Very High	n/a	n/a	32	96.9	n/a	n/a	1,286	78.3	n/a	n/a		
	Diploma Examination Standard of Excellence	Intermediate	n/a	n/a	32	9.4	n/a	n/a	1,286	6.1	n/a	n/a		
English Lang Arts 30-2	Diploma Examination Acceptable Standard	Intermediate	n/a	n/a	31	90.3	n/a	n/a	1,833	86.5	n/a	n/a		
	Diploma Examination Standard of Excellence	Very High	n/a	n/a	31	19.4	n/a	n/a	1,833	9.9	n/a	n/a		
Mathematics 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	9	88.9	n/a	n/a	566	60.6	n/a	n/a		
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	9	33.3	n/a	n/a	566	15.0	n/a	n/a		
Mathematics 30-2	Diploma Examination Acceptable Standard	n/a	n/a	n/a	20	80.0	n/a	n/a	742	65.8	n/a	n/a		
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	20	20.0	n/a	n/a	742	12.1	n/a	n/a		
Social Studies 30-1	Diploma Examination Acceptable Standard	Intermediate	n/a	n/a	27	85.2	n/a	n/a	986	73.0	n/a	n/a		
	Diploma Examination Standard of Excellence	High	n/a	n/a	27	14.8	n/a	n/a	986	8.6	n/a	n/a		
Social Studies 30-2	Diploma Examination Acceptable Standard	Intermediate	n/a	n/a	28	82.1	n/a	n/a	1,933	72.3	n/a	n/a		
	Diploma Examination Standard of Excellence	Very Low	n/a	n/a	28	0.0	n/a	n/a	1,933	5.4	n/a	n/a		
Biology 30	Diploma Examination Acceptable Standard	High	n/a	n/a	23	87.0	n/a	n/a	902	72.5	n/a	n/a		
	Diploma Examination Standard of Excellence	Intermediate	n/a	n/a	23	26.1	n/a	n/a	902	19.1	n/a	n/a		
Chemistry 30	Diploma Examination Acceptable Standard	Very High	n/a	n/a	12	91.7	n/a	n/a	550	70.0	n/a	n/a		
	Diploma Examination Standard of Excellence	Low	n/a	n/a	12	16.7	n/a	n/a	550	24.0	n/a	n/a		
Physics 30	Diploma Examination Acceptable Standard	Low	n/a	n/a	9	66.7	n/a	n/a	250	72.0	n/a	n/a		
	Diploma Examination Standard of Excellence	Intermediate	n/a	n/a	9	22.2	n/a	n/a	250	26.8	n/a	n/a		
Science 30	Diploma Examination Acceptable Standard	Low	n/a	n/a	6	66.7	n/a	n/a	470	75.3	n/a	n/a		
	Diploma Examination Standard of Excellence	High	n/a	n/a	6	33.3	n/a	n/a	470	18.7	n/a	n/a		

English 30-1: We are seeing a 5% increase in the acceptable standard, and are above provincial average. In excellence, we have also seen an increase in performance, however are slightly below provincial average in this category.

English 30-2: We are pleased to be above provincial average at both acceptable and excellence standards.

Math 30-1: We have seen marked improvement in the acceptable standard, with student performance increase by over 10%. We are also seeing improvement at the excellence level, however are significantly below the province. We are very pleased with the improvements that we are seeing in student achievement at the Math 30-1 level.

Math 30-2: We see a positive increase in achievement at the acceptable standard, and are 7% above the provincial average, however saw a decrease in excellence. We are pleased with these results as the decrease in excellence may signify that students are correctly streamed into this course. Students are aware that many post-secondary institutions accept Math 30-2 as an entrance requirement and are finding success in mathematics.

Social Studies 30-1: We are seeing a slight decrease in acceptable and excellence standard, and are slightly below the province in both areas.

Social Studies 30-2: Student achievement at the acceptable level increased by almost 4% however we are just slightly below provincial average. Excellence performance has decreased slightly, and is well below provincial average.

Biology 30: Chinook's Edge students have traditionally been very strong in Biology. We see a significant increase in acceptable achievement over last year's results and the provincial average. At the excellence standard, we are pleased to see a 14% jump, outperforming the province.

Chemistry 30: We are seeing a decrease in results this year at the acceptable standard, however improved in excellence. Both measures are currently below provincial average, but we are pleased to see almost one quarter of our students attaining excellence.

Physics 30: We are seeing a decrease in performance at the acceptable standard, and are 8% below provincial average. While we improved slightly at the excellence level, we are still significantly below the province.

Science 30: Science 30 is a success story for Chinook's Edge School Division. We have almost doubled participation and improved by almost 13% at the acceptable standard. A jump from 2.3% to 17.1 was experienced at the excellence level. While we are below provincial average in both categories, we are pleased to see Science 30 increasing as an offering in our division. A 30 level credit, it can be helpful to students in reaching graduation requirements and open doors to post-secondary education.

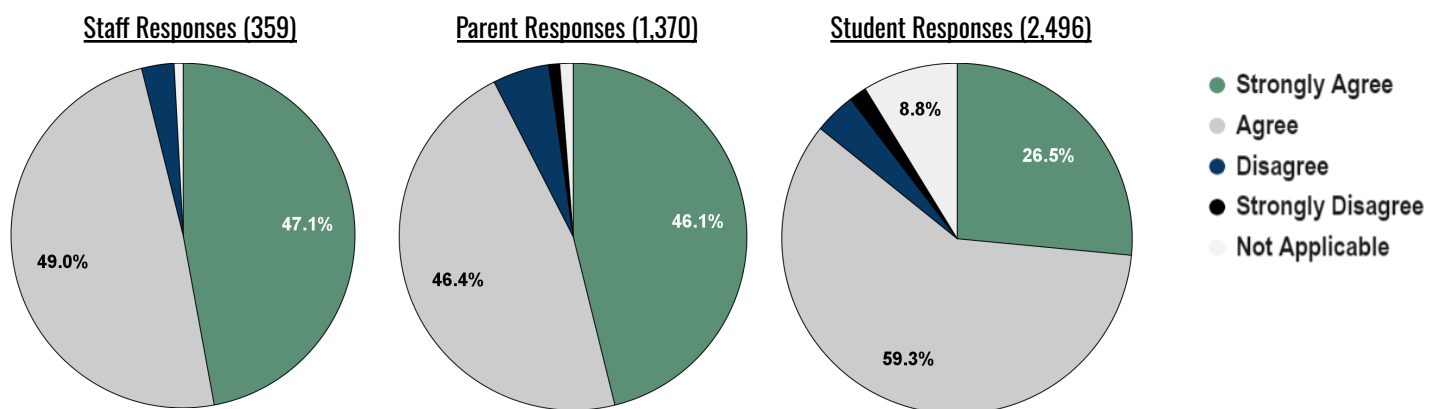
Education Quality

Performance Measure		Results (in percentages)					Evaluation		
		2019	2020	2021	2022	2023	Achievement	Improvement	Overall
The percentage of parents, students and teachers that are satisfied with the quality of education students are receiving.	Overall	90.0	89.1	90.0	88.1	87.3	High	Declined	Acceptable
	Parent	85.4	83.3	87.6	82.2	80.3	Intermediate	Maintained	Acceptable
	Student	87.4	86.6	85.6	85.0	85.1	Intermediate	Maintained	Acceptable
	Teacher	97.0	97.4	96.7	97.2	96.5	High	Maintained	Good

Overall, we are pleased with the satisfaction of our stakeholders regarding the quality of education Chinook's Edge students are receiving. We have expanded our Parents Matter group to understand the declining trend that we are seeing in parental satisfaction, and hope to demonstrate improvement in this measure. We are encouraged by the division satisfaction results shown below.

Education Quality: Local Measure

Students receive the support they need to be academically successful at school:



Division survey results demonstrate high levels of satisfaction in students (85.8%), parents (92.5%), and teaching staff (96.1%) regarding the support in place to ensure students can be academically successful at school. We saw a slight decrease in satisfaction from our students, with some students noting heavy workloads and the need for more 1-1 support from their teachers.

Student Engagement

Performance Measure		Results (in percentages)					Evaluation		
		2019	2020	2021	2022	2023	Achievement	Improvement	Overall
The percentage of teachers, parents and students who agree that students are engaged in their learning at school.	Overall	n/a	n/a	85.0	84.3	83.3	n/a	Declined	n/a
	Parent	n/a	n/a	87.8	85.6	82.8	n/a	Declined	n/a
	Student	n/a	n/a	70.6	69.6	69.2	n/a	Maintained	n/a
	Teacher	n/a	n/a	96.4	97.7	97.8	n/a	Maintained	n/a

We are pleased to see the 83% satisfaction rate overall regarding engagement, but are interested to explore the student perspective with our Students Matter representatives. Student satisfaction is considerably lower than parent or teacher results, and our students comment that course work does not always seem relevant or meaningful.

Parental Involvement

Performance Measure		Results (in percentages)					Evaluation		
		2019	2020	2021	2022	2023	Achievement	Improvement	Overall
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	Overall	77.2	78.6	76.0	72.9	75.0	Intermediate	Maintained	Acceptable
	Parent	63.4	66.2	63.8	57.0	60.5	Low	Maintained	Low
	Teacher	90.9	91.1	88.2	88.9	89.5	Intermediate	Maintained	Acceptable

Parental involvement has been an area of focus for our school division, as we work to reconnect families with their child's school experience. We are pleased to see improvement with parental satisfaction, and would like to see continued growth in this direction.

Fall 2023 EAL Overall Summary - English as an Additional Language

Assurance Domain	Measure	Chinook's Edge School Division			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	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
	3-year High School Completion	92.1	100.0	93.5	72.8	78.5	77.1	Very High	Maintained	Excellent
	5-year High School Completion	91.6	89.3	90.3	88.7	86.1	86.0	High	Maintained	Good
	PAT: Acceptable	54.0	58.6	n/a	57.9	65.8	n/a	Very Low	n/a	n/a
	PAT: Excellence	8.6	10.7	n/a	12.2	15.2	n/a	Very Low	n/a	n/a
	Diploma: Acceptable	76.3	68.4	n/a	67.1	59.0	n/a	Low	n/a	n/a
	Diploma: Excellence	25.0	8.8	n/a	13.8	10.8	n/a	Very High	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
- 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 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in these subject areas.
- Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
- 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 Exam 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, Social Studies 30-2.

While we have a small number of English as an additional language learners (approximately 170), we are pleased to see that they are successful in reaching high school completion. Our continuum of supports is exercised for our English language learners as needed on a case by case basis. While ultimately our students are graduating, we see the challenges of demonstrating understanding occurring at the PAT level. Both acceptable and excellence standards are low as our students work to gain both language proficiency and curricular understanding. We see dramatic improvement by grade 12 where our EAL students are achieving well over provincial average at both acceptable and excellent levels. Our greatest jump was in diploma excellence, a tribute to the work ethic and commitment of our EAL learners with the support of their families and school staff.

Division Target: Strengthen Foundational Knowledge and understanding regarding Indigenous students.

First Nation, Metis, & Inuit Student Success

Chinook's Edge School Division is proud to support almost nine hundred and fifty students that identify as students of Indigenous descent. This number is up by nearly 100 students from the 2021-22 school year. As the number of students self-identifying increases, we see our measures of their success decreasing. Our division is taking solid strides to build foundational knowledge for all students and staff members. We are connecting with Indigenous helpers to build relationships with students and their families, and bring culture activities into our schools. Finally, we have focused on increasing the visibility of Indigenous symbols - language, flags and artwork throughout our division. Despite these efforts, we appreciate that a gap continues to exist between the achievement levels of our Indigenous students compared to our overall student population. Barriers such as attendance, disengagement, as well as challenges seeing themselves in their teachers, school, or literature exist. Our teachers, support staff, and division staff are committed to reconciliation and continue to build their Foundational Knowledge as we move forward. Our division is pleased to support an Indigenous Coordinator, as well as lead teachers in each school. Together, we strive to bring cultural opportunities to our students, further empathy and understanding in all stakeholders, and turn reconciliation into reconcili-action.

Fall 2023 FNMI Overall Summary

Assurance Domain	Measure	Chinook's Edge School Division (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
Student Growth and Achievement	Student Learning Engagement	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
	3-year High School Completion	65.8	70.4	74.2	57.0	59.5	59.1	Very Low	Declined	Concern
	5-year High School Completion	78.0	85.1	81.2	71.3	68.0	67.0	Low	Maintained	Issue
	PAT: Acceptable	52.4	49.7	n/a	40.5	43.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	3.9	8.5	n/a	5.5	5.9	n/a	Very Low	n/a	n/a
	Diploma: Acceptable	86.3	76.0	n/a	74.8	68.7	n/a	High	n/a	n/a
	Diploma: Excellence	16.2	7.3	n/a	11.3	8.5	n/a	Intermediate	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	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. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
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 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
4. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
5. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
6. 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
7. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
8. 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 Exam 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, Social Studies 30-2.

GOAL 2: SOCIAL EMOTIONAL WELL-BEING

Domains:

- Student Growth and Achievement
- Teaching and Leading
- Learning Supports
- Local and Societal Context

Division Outcome: Students and staff members will have the knowledge, skills and attributes to respond to their social emotional needs and the needs of others.

Division Target: Any student challenged in an area of social emotional well-being will have access to division supports and services.

Citizenship

Performance Measure		Results (in percentages)					Evaluation		
		2019	2020	2021	2022	2023	Achievement	Improvement	Overall
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	Overall	80.2	81.3	80.9	78.4	76.9	Intermediate	Declined Significantly	Issue
	Parent	74.0	76.7	77.5	71.7	68.0	Intermediate	Declined Significantly	Issue
	Student	71.8	71.8	71.2	69.3	68.9	High	Declined	Acceptable
	Teacher	94.7	95.5	94.1	94.4	93.9	High	Maintained	Good

We are disappointed to see citizenship satisfaction continuing to decline. All stakeholders are indicating a slight decrease in satisfaction in the 2022-23 school year. School staff members are responding across our division with increased focus on leadership programming as they work to improve culture in their buildings. We continue to see some divisiveness in our communities around topics such as immunization, sexual orientation and gender identity (SOGI) and a general mistrust in government operations. These controversies seep into the perceptions of students around citizenship in our schools. With a renewed energy for leadership and citizenship lessons in our schools, we see our teachers and all division staff modeling acceptance, kindness, and compassion. We look forward to regaining momentum around the characteristics of citizenship. Together, we will come back together in a division 'where students come first'.

Safe and Caring Schools

Performance Measure		Results (in percentages)					Evaluation		
		2019	2020	2021	2022	2023	Achievement	Improvement	Overall
The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.	Overall	n/a	n/a	87.3	85.2	83.5	n/a	Declined Significantly	n/a
	Parent	n/a	n/a	86.7	82.9	78.9	n/a	Declined	n/a
	Student	n/a	n/a	78.7	76.0	75.5	n/a	Maintained	n/a
	Teacher	n/a	n/a	96.5	96.7	96.1	n/a	Maintained	n/a

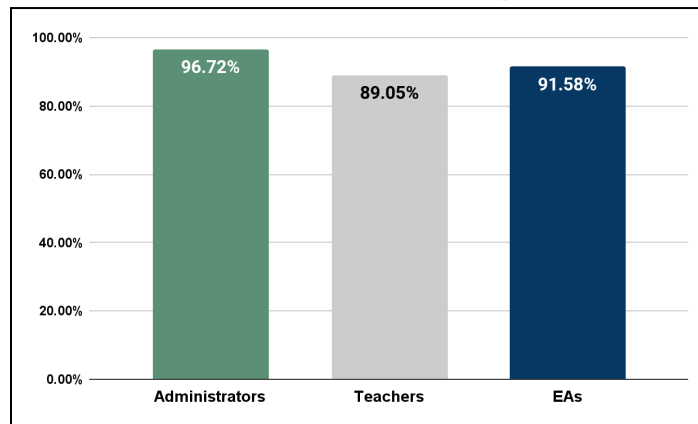
Safety is a key priority for Chinook's Edge School Division. It is concerning to see parent satisfaction declining which has impacted our overall division rating. Our school staff actively engage students both in the classroom and beyond. Whether the hallways or sports fields, we believe that every student deserves to feel welcomed, safe, and accepted in our schools. Strategies to ensure this acceptance include visible signage identifying our schools as safe and accepting places, responsive discipline and restorative practices, and positive programs such as YES (Youth Empowerment Success) to bring preventive programming to our students. As we continue to explore responsible inclusion, we are engaging ways to support all students at school while maintaining calm environments conducive to learning.

Learning Supports: Access to Services

Performance Measure		Results (in percentages)					Evaluation		
		2019	2020	2021	2022	2023	Achievement	Improvement	Overall
The percentage of teachers, parents and students that are satisfied with their access to supports and services	Overall	n/a	n/a	83.6	82.1	81.3	n/a	Maintained	n/a
	Parent	n/a	n/a	76.9	72.9	71.2	n/a	Maintained	n/a
	Student	n/a	n/a	82.3	80.0	80.9	n/a	Maintained	n/a
	Teacher	n/a	n/a	91.5	93.3	91.7	n/a	Maintained	n/a

We work diligently in our schools to ensure that students have access to the supports and services they need to succeed. While we do not always have control over community partners and resources such as mental health or Alberta Health Services, we do our best to provide a continuum of supports that gives students an equal footing and opportunity to find academic success and social emotional well-being. We are pleased with the overall level of satisfaction regarding this measure, particularly as we have been through difficult times and see our students and families reaching out for support in many ways. By building capacity and expertise in our staff members through the Social Emotional Well-being Certification Series, we believe that our team will be better equipped to assist the needs of our students, allowing them to be in the best possible place for academic achievement.

SEW Certification Series Participation



Chinook's Edge has created a certification series for administrators, teachers and support staff to build both skills and competency as they address social emotional needs of students. This process has required a significant amount of time and commitment; however, our results show that an overwhelming majority of our staff members have completed the learning. We are seeing a significant turnover in our teaching staff and are working to ensure that our new teachers have the opportunity to access this course. As we continue to see a rise in both severity and number of students with complex needs, we believe this learning will support the work in schools across our division.

Division Target: Any staff member challenged in an area of social emotional well-being will have access to division supports and services.

CESD Measures: Staff Confidence and Connection Survey

Our Staff Confidence and Connection Surveys measure our Teachers and Educational Assistants connections with reference to our students' social emotional well- being, as well as their confidence in utilizing specific interventions and strategies to help support the social emotional well-being of our students within school.

Our last survey results indicated that 88.1% (21 new) of our Teachers that completed our SEW Certification training believe that a positive-student relationship is important to the overall social emotional well-being of our students. Our Educational Assistant confidence and Connection Survey indicate that 72.6% (33 new) of our Educational Assistants agreed that they knew specific interventions and strategies to support the social emotional needs of their students after completing their SEW Certification training.

Staff Health and Wellness Survey

The survey was emailed to our Wellness Champions in March 2022, and resulted in 190 responses from teachers and support staff across the division. A summary of the findings is listed in this presentation entitled, [Survey and Data Themes](#).

Staff would value increased opportunities for connection & unity. Respondents also requested Mental Health & Wellness PD targeted to staff. Some identified workload as an area of challenge. Another theme was budget and benefit related concerns. (We have been able to largely address this with an increased budget at the school level for wellness as well as HSA/WSA now available to all employees). Many others value consistent health & wellness communication and ask for continuance. There was an emphasis on people's gratitude for the efforts of our Wellness Champions, as well as for access to confidential counseling support. A final wish was continued appreciation & encouragement expressed to staff for their dedication in the midst of some difficult years.

Division Target: Each student will achieve an attendance rate of 90% or higher.

Student Attendance	2022-2023	2021-2022	2020-2021	2019-2020	2018-2019
Chinook's Edge	61%	59%	70%	n/a	78%

We continue to work hard as a division to connect our students to their schools. School staff are increasing communication strategies, extending support, and reaching out to understand the reason behind student absenteeism. We are working to find a balance between virtual tutorials and support and the importance of in person attendance. We also recognize that some of our Indigenous students are pulled from regular school attendance in order to be actively engaged in cultural learnings and experiences. While each family and student has their own attendance story, we may need to explore alternatives for students unable to be present in the classroom.



GOAL 3: CAREER CONNECTIONS

Domains:

- Student Growth and Achievement
- Local and Societal Context

Division Outcome: CESD students will have a plan beyond high school to enroll in post secondary learning, career training, or begin a career in their chosen field.

Division Target: 60% of CESD students will transition to post-secondary within 6 years of grade 10.

Performance Measure	Results (in percentages)					Evaluation		
	2018	2019	2020	2021	2022	Achievement	Improvement	Overall
High School to Post-Secondary Transition Rate - 6 Year	52.7	49.9	51.1	53.3	54.0	Intermediate	Maintained	Acceptable

We continue our focus on transition to post-secondary education and opportunity for our students beyond grade twelve. Refining [promising practices](#) for career planning in schools include meeting with a member of the career team prior to grade 12 where opportunities are provided for students to visit post-secondary campuses as well as with Career Pathway experiences and skill development. Dual Credit programming continues to be a high leverage strategy that supports high school completion and post secondary transition.

Division Target: 90% of CESD students will achieve 3-year High School Completion.

Performance Measure	Results (in percentages)					Evaluation		
	2018	2019	2020	2021	2022	Achievement	Improvement	Overall
3-Year High School Completion Rate	81.9	84.7	84.6	83.6	83.4	Intermediate	Maintained	Acceptable

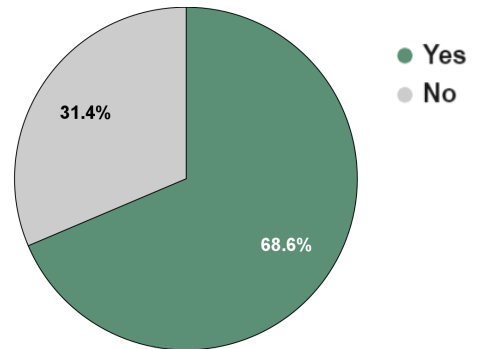
Three year high school completion rates continue to be a source of celebration for Chinook's Edge School Division. This is the culmination of efforts from grade one to grade twelve as teachers, support staff, administrators, and division office staff members work together at all stages to support attendance, academic success, and provide support and interventions as needed. We continue to be above the provincial average in this measure, and are acutely focused on this measure as part of our career connections goal. The five year completion rates are also above provincial average as we seek connections with students who were not successful in attaining all graduation requirements and work with each student to meet this life goal.

Division Target: 100% of grade twelve students will create a plan following graduation.

Grade 12 Graduation Survey

For graduating students only: Do you have a plan for post-secondary education or entry into the workplace following graduation?

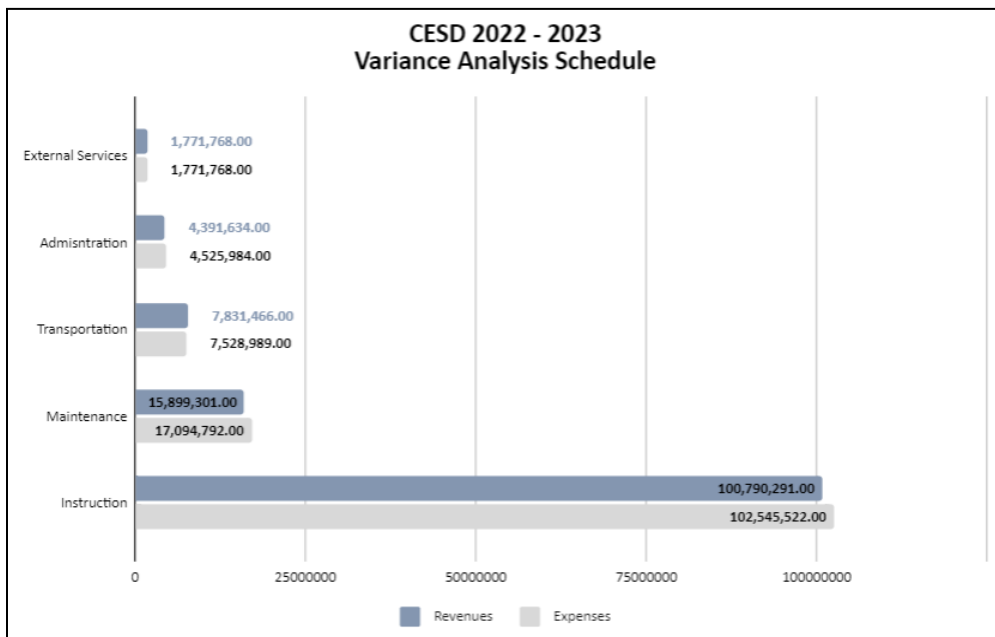
Following the pandemic we are hearing concerns from our students around planning for their lives after graduation. The world is changing rapidly, and there is uncertainty around which career paths or post-secondary opportunities will best serve students into the future. We have seen a decrease in the number of students feeling confident about their plan following graduation, and will connect with our Students Matter group to consider supports moving forward.



2022-2023 FINANCIAL SUMMARY

The 2022-2023 Audited Financial Statement are available online on our [Plans and Reports](#) page.

2022 - 2023	Revenues	Expenses	Variance
Instruction	100,790,291.00	102,545,522.00	(1,755,231.00)
Maintenance	15,899,301.00	17,094,792.00	(1,195,491.00)
Transportation	7,831,466.00	7,528,989.00	302,477.00
Admisntration	4,391,634.00	4,525,984.00	(134,350.00)
External Services	1,771,768.00	1,771,768.00	-
Total	130,684,460.00	133,467,055.00	(2,782,595.00)



For additional information on the Financial Summary or detailed information on sources of school-generated funds and their uses, please contact the Treasurer at 403-227-7070.

WHISTLEBLOWER PROTECTION

Section 32 of the Public Interest Disclosure Act (2013) requires that school authorities include their annual report of disclosures in their AERR. Chinook's Edge School Division did not have any disclosures this year, therefore, there is nothing to report.

ALBERTA EDUCATION ASSURANCE MEASURES

Fall 2023 Overall Summary

Assurance Domain	Measure	Chinook's Edge School Division			Alberta			Measure Evaluation			
		Current Result	Prev Year Result	Prev 3 Year Avg	Current Result	Prev Year Result	Prev 3 Year Avg	Achievement	Improvement	Overall	
Student Growth and Achievement	Student Learning Engagement	Overall	83.3	84.3	84.3	84.4	85.1	85.1	n/a	Declined	n/a
		Parent	82.8	85.6	85.6	87.3	88.7	88.7	n/a	Declined	n/a
		Student	69.2	69.6	69.6	70.9	71.3	71.3	n/a	Maintained	n/a
		Teacher	97.8	97.7	97.7	95.1	95.5	95.5	n/a	Maintained	n/a
	Citizenship	Overall	76.9	78.4	79.9	80.3	81.4	82.3	Intermediate	Declined Significantly	Issue
		Parent	68.0	71.7	74.2	79.4	80.4	81.4	Intermediate	Declined Significantly	Issue
		Student	68.9	69.3	70.5	71.3	72.1	73.0	High	Declined	Acceptable
		Teacher	93.9	94.4	94.9	90.3	91.7	92.6	High	Maintained	Good
	3-year High School Completion		83.4	83.6	84.3	80.7	83.2	82.3	Intermediate	Maintained	Acceptable
	5-year High School Completion		88.9	89.6	87.6	88.6	87.1	86.2	Intermediate	Maintained	Acceptable
	PAT: Acceptable		66.6	65.0	n/a	63.3	64.3	n/a	Low	n/a	n/a
	PAT: Excellence		12.7	14.8	n/a	16.0	17.7	n/a	Low	n/a	n/a
	Diploma: Acceptable		81.2	78.6	n/a	80.3	75.2	n/a	Intermediate	n/a	n/a
	Diploma: Excellence		16.3	15.7	n/a	21.2	18.2	n/a	Intermediate	n/a	n/a
Teaching & Leading	Education Quality	Overall	87.3	88.1	88.6	88.1	89.0	89.7	High	Declined	Acceptable
		Parent	80.3	82.2	82.7	84.4	86.1	86.4	Intermediate	Maintained	Acceptable
		Student	85.1	85.0	85.8	85.7	85.9	86.9	Intermediate	Maintained	Acceptable
		Teacher	96.5	97.2	97.3	94.4	95.0	95.7	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	Overall	83.5	85.2	85.2	84.7	86.1	86.1	n/a	Declined Significantly	n/a
		Parent	78.9	82.9	82.9	85.6	86.9	86.9	n/a	Declined	n/a
		Student	75.5	76.0	76.0	76.6	77.7	77.7	n/a	Maintained	n/a
		Teacher	96.1	96.7	96.7	92.0	93.6	93.6	n/a	Maintained	n/a
	Access to Supports and Services	Overall	81.3	82.1	82.1	80.6	81.6	81.6	n/a	Maintained	n/a
		Parent	71.2	72.9	72.9	75.7	77.4	77.4	n/a	Maintained	n/a
		Student	80.9	80.0	80.0	79.9	80.1	80.1	n/a	Maintained	n/a
		Teacher	91.7	93.3	93.3	86.2	87.3	87.3	n/a	Maintained	n/a
Governance	Parental Involvement	Overall	75.0	72.9	75.8	79.1	78.8	80.3	Intermediate	Maintained	Acceptable
		Parent	60.5	57.0	61.6	72.5	72.3	73.1	Low	Maintained	Issue
		Teacher	89.5	88.9	90.0	85.7	85.2	87.4	Intermediate	Maintained	Acceptable

Notes:

- Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
- Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 to 2021/22 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement level of diploma courses were determined solely by school-awarded marks.
- 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 9, 9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the COVID-19 pandemic from 2019/20 to 2021/22. School years 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
- Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19 and 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
- 2022/23 Provincial Achievement Test results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas.
- Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.
- 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 Exam 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, Social Studies 30-2.