Chinook High School

2022/23 Annual Education Results Report

School Vision Statement

Learners in our community will know their why, aim for growth and take ownership in all they do

Division Vision Statement: Learners are innovative thinkers who are successful, confident, respectful and caring.

School Mission Statement

Every decision we make is for the academic, social, emotional, physical and spiritual growth of students

Division Mission Statement : Lethbridge School Division is inclusive, forward-thinking and accountable for engaging students in quality learning experiences that develop strong foundations, innovative minds and responsible citizens.

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Alberta Education Assurance Measures Overall Summary

Assurance Domain	Measure	Chinook High School			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	**68.9**	77.2	77.2	**84.4**	85.1	85.1	n/a	Declined Significantly	n/a
	Citizenship	**67.5**	70.9	72.4	**80.3**	81.4	82.3	Low	Declined	Issue
	3-year High School Completion	**83.0**	87.9	84.5	**80.7**	83.2	82.3	Intermediate	Maintained	Acceptable
	5-year High School Completion	**89.2**	90.4	87.8	**88.6**	87.1	86.2	High	Maintained	Good
	PAT: Acceptable	**52.4**	51.2	n/a	**63.3**	64.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	**5.9**	9.7	n/a	**16.0**	17.7	n/a	Very Low	n/a	n/a
	Diploma: Acceptable	**71.8**	70.7	n/a	**80.3**	75.2	n/a	Low	n/a	n/a
	Diploma: Excellence	**11.7**	9.6	n/a	**21.2**	18.2	n/a	Low	n/a	n/a
Teaching & Leading	Education Quality	**77.7**	80.7	81.5	**88.1**	89.0	89.7	Very Low	Declined	Concern
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	**74.2**	81.0	81.0	**84.7**	86.1	86.1	n/a	Declined	n/a
	Access to Supports and Services	**79.7**	84.0	84.0	**80.6**	81.6	81.6	n/a	Declined	n/a
Governance	Parental Involvement	**63.2**	73.1	72.3	**79.1**	78.8	80.3	Very Low	Declined	Concern

Highlights

- Both 3 and 5 year high school completion rates continue to exceed provincial rates, and our 4 year rate improved as well.

- Overall improvement in Diploma Exam acceptable standards results, Diploma Exam Standards of excellence, and Pat Acceptable standard results.

- Significant Increase in Grade 9 ELA, and Science PAT results.

- Significant strength in SS 30-2, ELA 30-2 Exams. Significant improvement in Chemistry 30 Diploma.

- Drop-out Rate reduced and significantly below province and authority and Rutherford eligibility rate significantly improved.

- Teachers and students aware of programs for students at risk are timely and easy to access. Student and teacher reporting of access to supports continues to be above province.

Challenges to Address

- Student learning engagement decline, which affects other areas including education quality and achievement.

- Perception/information to parents about access to supports and services has negatively affected this rating.

- PAT acceptable and excellence rates are improved, but still very low compared to the province. The school will reflect upon both the response rate and learning gaps illustrated and come up with a plan to for improvement.

- Parental involvement in the school continues to be low, which is also reflected in the extremely low response rate on accountability measures, making it extremely hard to get a meaningful read on input.

- Diploma exam results in Mathematics 30-1, English 30-1 and decline in sciences.

DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

Assurance Measure: PAT Acceptable/Excellence

The percentage of students who achieved the Acceptable Standard and the percentage of students who achieved the Standard of Excellence on Provincial Achievement Tests (based on cohort)

PAT Results By Number Enrolled Measure History

	Chinook High School					Measure Evaluation			Alberta				
	2019	2020	2021	2022	2023	Achieve-ment	Improve-ment	Overall	2019	2020	2021	2022	2023
N	297	n/a	n/a	275	296	n/a	n/a	n/a	104,012	n/a	n/a	109,520	115,580
Accepta-ble Standard %	67.1	n/a	n/a	51.2	52.4	Very Low	n/a	n/a	71.1	n/a	n/a	64.3	63.3
Standard of Excel-lence %	15.7	n/a	n/a	9.7	5.9	Very Low	n/a	n/a	20.8	n/a	n/a	17.7	16.0

Graph of Overall Provincial Achievement Test Results
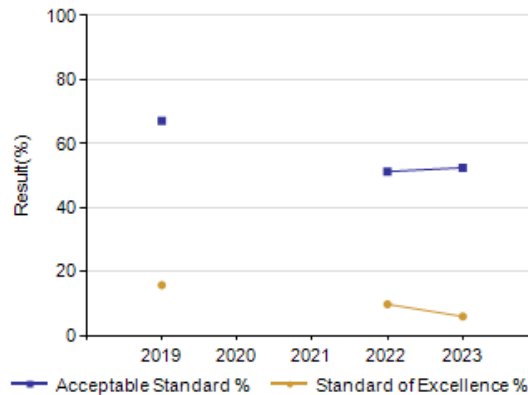
Evaluation

- The achievement of acceptable standard on most PAT's improved (ELA and science significantly) Acceptable standard and standard of excellence is still significantly below provincial levels, with Mathematics in particular an issue.

- Focus on communication/information to students on PAT as useful measure of standards for school (specific parent communication) and encouragement in participation to get rate up.

- Focus on individualization and inclusive practices.

- Numeracy work/PL focus in engaging students with significant gaps.

- New program to support students with significant engagement gaps in grade 9.

- Change in timetable to increase time in Mathematics 9 and change Mathematics 9 and ELA 9 to year long programming to spread out understanding and enable better spiraling of material.

DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

Assurance Measure: Diploma Examination Acceptable/Excellence
The percentage of students who achieved the Acceptable Standard and the percentage of students who achieved the Standard of Excellence on Provincial Achievement Tests (based on cohort)

Diploma Exam Results By Students Writing Measure History

	Chinook High School					Measure Evaluation			Alberta				
	2019	2020	2021	2022	2023	Achieve-ment	Improve-ment	Overall	2019	2020	2021	2022	2023
N	354	n/a	n/a	257	330	n/a	n/a	n/a	65,117	n/a	n/a	58,444	67,294
Accepta-ble Standard %	79.5	n/a	n/a	70.7	71.8	Low	n/a	n/a	83.6	n/a	n/a	75.2	80.3
Standard of Excel-lence %	14.4	n/a	n/a	9.6	11.7	Low	n/a	n/a	24.0	n/a	n/a	18.2	21.2

Graph of Diploma Examination Results – Overall
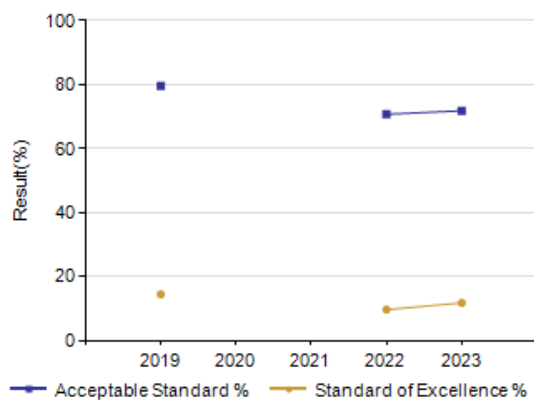
Evaluation

- Overall growth in acceptable standard and standard of excellence, although still lagging behind province.

- Strength in –2 level classes indicating good pedagogy, practice and placement of students in those programs.

- Focus on relationships, personalization and inclusive practices.

- Staff PL work on analysis of strengths and deficiencies in exam areas, as well as identification and implementation of strategies to address.

- Specific focus in mathematics/numeracy in addressing gaps and providing academic support.

DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

Assurance Measure: High School Completion
High school completion rate of tudnets within three and five years of entering Grade 10.

| | School | | | | | | | | | | Measure Evaluation | | |
| | 2018 | | 2019 | | 2020 | | 2021 | | 2022 | | | | |
	N	%	N	%	N	%	N	%	N	%	Achieve-ment	Improve-ment	Overall
3 Year Comple-tion	262	83.0	260	84.0	295	81.4	260	87.9	267	83.0	Intermedi-ate	Maintained	Acceptable
4 Year Comple-tion	230	80.1	260	88.1	259	89.7	296	88.7	259	91.1	High	Maintained	Good
5 Year Comple-tion	253	89.4	230	82.8	260	90.2	259	90.4	296	89.2	High	Maintained	Good

Evaluation

- Completion rates overall are very high and are staying that way reflecting a focus on personalization and connection with students for graduation.

- We will continue and expand participation in and expanding of program options that broaden area of possibilities for graduation options (e.g. dual credit, trades discovery, RAP, work experience).

- Continued target programs for flexible completion of courses and credit (FLEX classes allowing own pace learning, credit recovery, etc.).

Assurance Measure: Citizenship
Teacher, parent and student agreement that students model the characteristics of active citizenship

| | School | | | | | | | | | | Measure Evaluation | | |
| | 2019 | | 2020 | | 2021 | | 2022 | | 2023 | | | | |
	N	%	N	%	N	%	N	%	N	%	Achieve-ment	Improve-ment	Overall
Overall	261	71.7	253	73.9	233	69.7	250	70.9	226	67.5	Low	Declined	Issue
Parent	39	61.8	42	63.6	41	61.3	29	65.3	25	51.6	Very Low	Declined	Concern
Student	177	66.1	194	63.8	138	59.8	183	62.2	173	63.9	Intermedi-ate	Maintained	Acceptable
Teacher	45	87.1	17	94.1	54	87.9	38	85.0	28	87.1	Intermedi-ate	Maintained	Acceptable

Evaluation

- Split between student/teacher perception and parent perception of active citizenship to be addressed through better communication/publicity strategy with parents.

- Continue direct teaching through assemblies, all courses, leadership, CALM and health courses on what it means to be an active citizen. This is especially important as deficits are being noticed in students coming out of COVID years.

- Promotion and support of clubs such as Culture Club, Interact that directly address this.

- Expansion of Coyote character recognition and work with student advisory.

DOMAIN: STUDENT GROWTH AND ACHIEVEMENT

Assurance Measure: Student Learning Engagement
Teacher, parent and student agreement that students are engaged in their learning at school.

| | School | | | | | | | | | | Measure Evaluation | | |
| | 2019 | | 2020 | | 2021 | | 2022 | | 2023 | | | | |
	N	%	N	%	N	%	N	%	N	%	Achieve-ment	Improve-ment	Overall
Overall	n/a	n/a	n/a	n/a	233	77.0	250	77.2	226	68.9	n/a	Declined Significant-ly	n/a
Parent	n/a	n/a	n/a	n/a	41	72.4	29	72.4	25	55.4	n/a	Declined	n/a
Student	n/a	n/a	n/a	n/a	138	64.2	183	67.3	173	65.8	n/a	Maintained	n/a
Teacher	n/a	n/a	n/a	n/a	54	94.3	38	92.0	28	85.5	n/a	Maintained	n/a

Evaluation

• Student engagement is identified as an area of concern by all groups, which is supported by Ourshool survey data of lower than normal interest and motivation, intellectual engagement and interest and motivation (significant).

• Differentiation between engagement in school class programming and extra/co curricular programming which is as high or higher (clubs) than it ever has been.

• Continued expansion of opportunities targeting interest to engage students in areas they perceive as relevant and interesting (e.g. dual credit, workplace related).

• Pl for staff (teacher interest and full staff) focusing on relationship building and connection.

DOMAIN: TEACHING AND LEADING

Assurance Measure: Education Quality
Teacher, parent and student satisfaction with the overall quality of basic education.

| | School | | | | | | | | | | Measure Evaluation | | |
| | 2019 | | 2020 | | 2021 | | 2022 | | 2023 | | | | |
	N	%	N	%	N	%	N	%	N	%	Achieve-ment	Improve-ment	Overall
Overall	261	83.6	254	82.3	233	77.7	251	80.7	226	77.7	Very Low	Declined	Concern
Parent	39	74.3	42	73.7	41	70.7	29	76.3	25	69.4	Low	Maintained	Issue
Student	177	80.6	195	78.2	138	71.2	184	75.6	173	76.6	Very Low	Maintained	Concern
Teacher	45	95.9	17	95.1	54	91.3	38	90.3	28	87.1	Very Low	Maintained	Concern

Evaluation

• Split perception (student increase vs adult decrease) on perception of quality of education, although still remains low.

• Staff PL to focus on self selected areas and inquiry questions related to improving pedagogy, connection, relationships, assessment, achievement, inclusion.

• Staff re-focus on understanding and enactment of learning and growth as core of all our decision making.

• Targeted strategies in numeracy to help student fill gaps and improve confidence.

DOMAIN: LEARNING SUPPORTS

Assurance Measure: Welcoming, Caring, Respectful, and Safe Learning Environment
Teacher, parent and student agreement that learning environments are welcoming, caring, respectful and safe.

	School										Measure Evaluation		
	2019		2020		2021		2022		2023		Achieve-ment	Improve-ment	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	n/a	n/a	n/a	n/a	232	79.6	250	81.0	226	74.2	n/a	Declined	n/a
Parent	n/a	n/a	n/a	n/a	41	75.5	29	84.5	25	63.9	n/a	Declined	n/a
Student	n/a	n/a	n/a	n/a	137	72.0	183	71.4	173	68.7	n/a	Maintained	n/a
Teacher	n/a	n/a	n/a	n/a	54	91.2	38	87.2	28	90.2	n/a	Maintained	n/a

Evaluation

- Decrease in perception of school as safe and caring is of concern, although staff not indicating same perception

- In ourschool students report an above Canadian average rate of positive behaviors, yet a below average rate of feeling safe. Target areas identified as halls and bathrooms, with vaping being one target areas

- Piloting vape detectors in washrooms.

- Limiting access to areas of lower supervision

- Target work with teachers on having conversations connecting to students with high levels of anxiety/depression

DOMAIN: LEARNING SUPPORTS

Assurance Measure: Access to Supports and Services
Teacher, parent and student agreement that students have access to the appropriate supports and services at school.

	School										Measure Evaluation		
	2019		2020		2021		2022		2023		Achieve-ment	Improve-ment	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	n/a	n/a	n/a	n/a	233	75.5	249	84.0	225	79.7	n/a	Declined	n/a
Parent	n/a	n/a	n/a	n/a	41	68.3	29	77.8	25	62.1	n/a	Declined	n/a
Student	n/a	n/a	n/a	n/a	138	63.3	182	81.7	172	81.5	n/a	Maintained	n/a
Teacher	n/a	n/a	n/a	n/a	54	94.7	38	92.6	28	95.7	n/a	Maintained	n/a

Evaluation

- Chinook has an extensive range of learning and wellness supports available to students, although with increased enrollment and declining resources these are under pressure.

- Actively investigating ways to improve and use universal and targeted programs/strategies as first level to support students as capacity for individualized support declines. This includes working with teachers on understanding of universal design and trauma informed practice and increased use of wellness groups to address issues (e.g. anxiety management).

- Increased parent engagement in understanding all supports and services available (e.g. weekly info, increased information sessions.

- Addition of alternate grade 9 program to target chronic disengagement.

DOMAIN: LEARNING SUPPORTS

Assurance Measure: Parental Involvement
Percentage of teachers and parents satisfied with parental involvement in decions about their child's education.

| | School | | | | | | | | | | Measure Evaluation | | |
| | 2019 | | 2020 | | 2021 | | 2022 | | 2023 | | | | |
	N	%	N	%	N	%	N	%	N	%	Achieve-ment	Improve-ment	Overall
Overall	84	74.5	59	71.6	95	72.7	67	73.1	52	63.2	Very Low	Declined	Concern
Parent	39	65.2	42	59.8	41	67.2	29	71.7	25	59.2	Low	Maintained	Issue
Teacher	45	83.9	17	83.3	54	78.1	38	74.5	27	67.2	Very Low	Maintained	Concern

Evaluation

- Increased number/breadth of community/parent education sessions on supporting student wellness/ inclusion to continue this year.

- Increased targeted engagement from learning support team for parent engagement/meetings.

- Weekly communication sent to parents to improve understanding of events and services.

- Targeted support/pl for teachers in communicating with parents.

SUPPLEMENTAL MEASURE: DROP OUT RATE

| | School | | | | | | | | | | Measure Evaluation | | |
| | 2018 | | 2019 | | 2020 | | 2021 | | 2022 | | | | |
	N	%	N	%	N	%	N	%	N	%	Achieve-ment	Improve-ment	Overall
Drop Out Rate	989	2.7	1,057	1.6	1,092	3.2	1,086	2.7	1,092	1.6	Very High	Improved	Excellent
Returning Rate	21	0.0	33	3.8	24	23.5	44	23.8	37	7.0	n/a	n/a	n/a

Annual Dropout Rate of Students Aged 14 to 18.

Evaluation

- Continue focusing on graduation as a process and individualized plan.

- Continue with advisor program to connect with individual students on grad plan.

- Support and continuation of Indigenous grad coach programming to engage and support indigenous youth .

- Increase knowledge of/opportunities in off-campus education to support grad and transition to world of work.

- Support students in participating in increased number/variety of dual credit offerings in conjunction with post secondary.

- Addition of grade 9 program to target chronically disengaged students.

SUPPLEMENTAL MEASURE: Program of Studies

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

| | School | | | | | | | | | | Measure Evaluation | | |
| | 2019 | | 2020 | | 2021 | | 2022 | | 2023 | | | | |
	N	%	N	%	N	%	N	%	N	%	Achieve-ment	Improve-ment	Overall
Overall	261	85.7	253	86.0	232	82.1	250	84.9	224	80.9	High	Declined	Acceptable
Parent	39	79.9	42	76.3	40	73.5	29	82.1	25	73.7	Intermedi-ate	Maintained	Acceptable
Student	177	85.3	194	81.6	138	76.1	183	76.9	171	79.4	Very High	Maintained	Excellent
Teacher	45	91.9	17	100.0	54	96.7	38	95.7	28	89.6	High	Declined	Acceptable

Evaluation

- Continue to offer a broad range of electives across elective subjects, and shift those offerings based on student/family desire wherever possible (e.g. addition of philosophy and new media).

- Support/encourage cross program and course collaborations.

- Active support of multiple ways of knowing in all programs through direct collaboration with indigenous support teacher and indigenous education personnel.

- Increased offering of and participating in dual credit programming with university and Lethbridge college expanding interest areas (e.g. Astronomy).

SUPPLEMENTAL MEASURE: Lifelong Learning

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

| | School | | | | | | | | | | Measure Evaluation | | |
| | 2019 | | 2020 | | 2021 | | 2022 | | 2023 | | | | |
	N	%	N	%	N	%	N	%	N	%	Achieve-ment	Improve-ment	Overall
Overall	84	70.7	58	79.0	95	74.0	67	75.9	53	59.3	Very Low	Declined Significant-ly	Concern
Parent	39	55.8	41	61.0	41	57.3	29	64.9	25	40.0	Very Low	Declined	Concern
Teacher	45	85.6	17	97.0	54	90.7	38	86.8	28	78.6	Intermedi-ate	Declined	Issue

Evaluation

- The significant decline in this measure over 1 year bears investigation. It might be representative of the decline in respondents.

- Further discussion about what it means to be a lifelong learner with staff, students.

- Continued work with grade 9 classes in Chinook 9, a course designed to help students understand learning styles, modes, techniques, and their own learning need.

- Directly related to engagement and techniques in that outcome.