



# Maude Clifford Public School

Principal: James Hudyma

## Annual Education Results Report

2023-2024



**Grande Prairie  
Public School  
Division**  
Every Student Succeeds



**Maude  
Clifford**  
Public School

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   **GPPSD2357**

# Maude Clifford Public School


## Fall 2024 Required Alberta Education Assurance Measures - Overall Summary

Assurance Domain	Measure	Maude Clifford Public School			Alberta		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average
Student Growth and Achievement	Student Learning Engagement	<b>89.4</b>	83.2	81.7	<b>83.7</b>	84.4	84.8
	Citizenship	<b>92.3</b>	91.8	82.2	<b>79.4</b>	80.3	80.9
	3-year High School Completion	n/a	n/a	n/a	<b>80.4</b>	80.7	82.4
	5-year High School Completion	n/a	n/a	n/a	<b>88.1</b>	88.6	87.3
	PAT6: Acceptable	<b>74.5</b>	77.5	77.5	<b>68.5</b>	66.2	66.2
	PAT6: Excellence	<b>15.7</b>	15.0	15.0	<b>19.8</b>	18.0	18.0
	PAT9: Acceptable	n/a	n/a	n/a	<b>62.5</b>	62.6	62.6
	PAT9: Excellence	n/a	n/a	n/a	<b>15.4</b>	15.5	15.5
	Diploma: Acceptable	n/a	n/a	n/a	<b>81.5</b>	80.3	80.3
Diploma: Excellence	n/a	n/a	n/a	<b>22.6</b>	21.2	21.2	
Teaching & Leading	Education Quality	<b>98.6</b>	92.7	92.4	<b>87.6</b>	88.1	88.6
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	<b>96.1</b>	93.6	85.2	<b>84.0</b>	84.7	85.4
	Access to Supports and Services	<b>89.6</b>	86.3	77.7	<b>79.9</b>	80.6	81.1
Governance	Parental Involvement	<b>79.2</b>	82.8	72.5	<b>79.5</b>	79.1	78.9

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 Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).
4. Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 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 9, 9 KAE).
5. Participation in the PATs 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.
6. Participation in the PATs and Diploma Exams was impacted by the fires in 2022/23. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Beginning in 2022/23, results for the Grade 6 Provincial Achievement Tests do not include students participating in subjects where the tests were not administered due to new curriculum being piloted or optionally implemented.
8. 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.
9. 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.

## Fall 2024 AEA 5 Year Comparison

<b>Alberta Education Assurance Measures Results</b>						
Overall Multi Year Summary						
Assurance Domain	Measure	Maude Clifford Public School				
		2020	2021	2022	2023	2024
Student Growth and Achievement	Student Learning Engagement	n/a	80.0	80.2	83.2	89.4
	Citizenship	76.6	77.8	72.6	91.8	92.3
	3-year High School Completion	n/a	n/a	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	n/a	n/a
	PAT6: Acceptable	n/a	n/a	66.7	77.5	74.5
	PAT6: Excellence	n/a	n/a	9.3	15	15.7
	PAT9: Acceptable				n/a	n/a
	PAT9: Excellence				n/a	n/a
	Diploma: Acceptable	n/a	n/a	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	n/a	n/a	n/a
Teaching & Leading	Education Quality	93	92.7	92.1	92.7	98.6
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	79.3	76.9	93.6	96.1
	Access to Supports and Services	n/a	62.1	69.2	86.3	89.6
Governance	Parental Involvement	67.3	83.6	62.1	82.8	79.2

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



# Our Education Plan is focused on:

**Priority: Teaching and Learning**

**Outcome: Classroom instruction focus on literacy and numeracy**

At Maude Clifford, we believe literacy and numeracy are the foundation upon which we learn and grow. Developing strong literacy and numeracy skills are one of the most effective ways to support our students’ academic achievement across all subject areas.

## Reading

Our 2023-2024 Fountas and Pinnell (F&P) data, as shown in Table 1, illustrates the grade level achievement development from Reporting Period 1 (R1) to Reporting Period 3 (R3). Grade 1 is excluded because they do not administer F&P assessments. Table 2 presents the overall percentage of students at each level of achievement since 2018. In both Table 1 and 2, numbers of students at grade level include those above grade level.

As demonstrated in Table 1, most grade levels saw an increase in the number of students reading at or above grade level. Correspondingly, the number of students below grade level dropped in nearly all grades. It is important to note F&P requirements to meet grade level expectations increase throughout the year. All students, even those below grade level, made progress throughout the year.

**Table 1: 2023-2024 R1 and R3 Fountas and Pinnell Data**

	R1 At	R3 At	R1 Above	R3 Above	R1 Below	R3 Below	Students
Two	25	32	12	12	15	8	40
Three	26	29	8	16	10	7	36
Four	40	42	20	26	6	4	46
Five	33	34	23	28	13	12	46
Six	27	27	14	11	11	11	38
Total	151	164	77	93	55	42	206

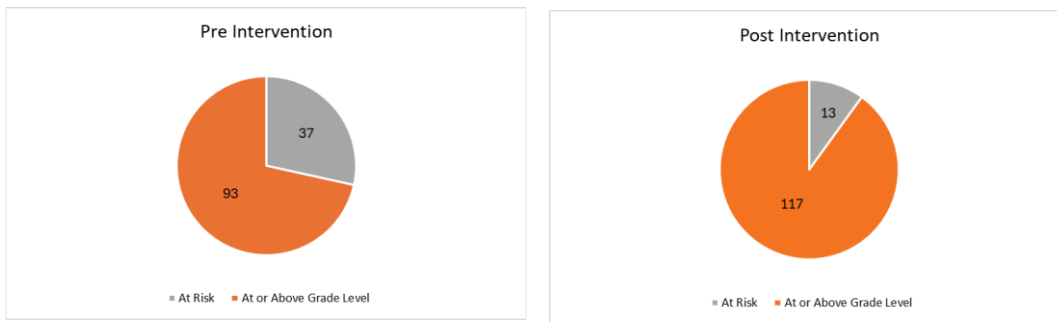
**Table 2: Overall R3 Fountas and Pinnell Reading Data by Year**

All Students			
	Below Grade Level	At Grade Level	Above Grade Level
2023-2024	20%	80%	45%
2022-2023	23%	77%	45%
2021-2022	25%	75%	38%
2020-2021	32%	69%	37%
2019-2020	27%	76%	39%
2018-2019	22%	78%	49%

Improvements in reading from R1 to R3 can be attributed to effective teaching practices including small group instruction, guided reading, and reading interventions. Grades 2 and 3 began implementing new literacy strategies from Heggerty and UFLI. Grades 4 and 5 made a concerted effort to incorporate more guided reading into literacy blocks. Grade 4 began including phonics lessons into small group instruction.

Reading support was also provided through the division’s intervention project. Figure 1 depicts literacy data gathered before intervention and progress made after intervention. Data from provincial literacy assessments, CC3 and LeNS, were used to create the charts. Literacy intervention was provided to students who were identified as being at risk of not meeting grade level expectations by R3. Part of the success of the program came from teachers working closely with the Intervention EA and the Intervention Program Lead to ensure intervention content aligns with the literacy instruction happening in class.

**Figure 1: Literacy Intervention Profile (Grades 1-3)**



## Writing

Our students participate in a School Wide Write (SWW) assessment each term. Each grade level uses a rubric to score the SWW assessment. The writing prompt is collaboratively chosen by teachers from Adrian Gear’s Powerful Writing Structures. The rubric is scored 1 to 4 and consists of four areas of focus: meaning, style, form, and conventions. The overall score is an average of the four focus areas. Table 3 outlines student achievement at each level by grade in R1 and R3. The final row shows these numbers as percentages.

	1		2		3		4	
	R1	R3	R1	R3	R1	R3	R1	R3
One	9	1	15	7	9	19	2	16
Two	15	5	19	15	10	18	0	3
Three	9	3	19	23	10	13	1	3
Four	2	2	18	10	15	17	1	6
Five	4	5	14	17	18	11	4	6
Six	8	3	19	19	18	20	6	8
Total	47	14	104	91	80	98	14	42
Percent	17	6	37	37	29	40	5	17

The data shows overall improvement from R1 to R3 with the most significant shifts in Grades 1 to 3. The number of students achieving 2, meeting basic expectations at grade level, remained the same. A concerted effort to support our Grades 4 to 6 students, and those achieving at or near a 2, will be a focus next year. As a school, the number of students achieving 1, which is below grade level, dropped by 11%. Also notable, the number of students achieving 4, which is exceptional at grade level, rose by 12%.

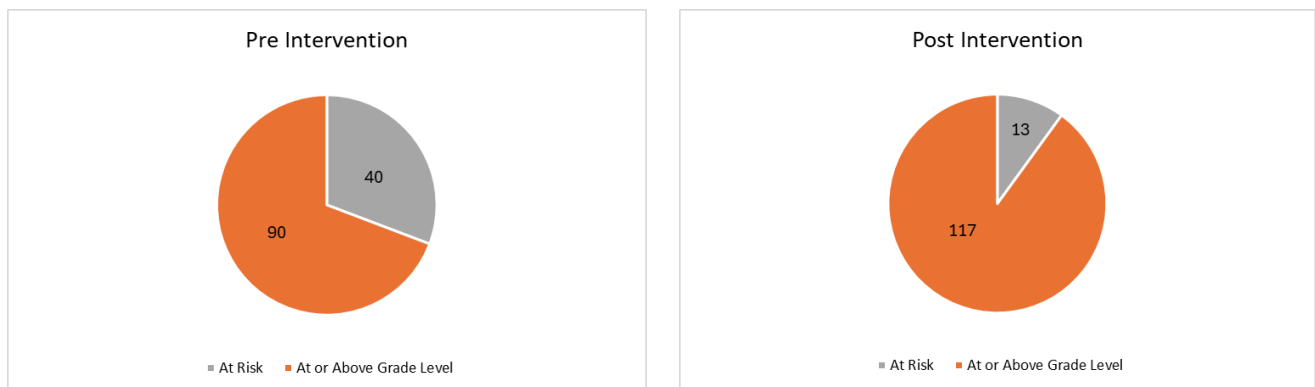
Success in the program is due in large part to the collaboration involved in looking at the data after a SWW to inform instruction leading into the next SWW. During PL time dedicated to following up with SWW data, teachers expressed they see value in the program and want to continue with it next year. Administration has continued its subscription to the program’s resources which include texts that accompany writing prompts. These texts are used throughout the SWW process.

### Numeracy

Numeracy data from standardized sources was limited to our Grades 1 to 3 students: Counting Principles and the Provincial Numeracy Screen (PNS). After preliminary assessments, students at risk of not meeting grade level expectations received intervention through the division’s intervention project. Figure 2 shows the data from initial assessments and the corresponding growth made after intervention. Teachers, the Intervention Project Lead, and the Intervention EA collaborated using data from assessments to guide intervention planning and implementation. Teachers also used PNS data to inform planning and instruction to target areas in need of development.

Grade 4 to 6 teachers used the EICS assessment in September to help determine areas in need of intervention. Numeracy intervention for these grades was done through small group instruction and differentiated instruction. Dedicated PL time for numeracy collaboration was done in grade level groupings. Grade 6 students will write PATs next school year which will be an additional set of data to be used in the following school year. Grades 4 and 5 teachers, in coordination with admin, will look at finding or creating sources of assessment data to be used to inform instruction in the next school year. In the meantime, improving numeracy instruction using responsive planning strategies based on classroom assessment will continue to be utilized by all grade level teams.

**Figure 2: Numeracy Intervention (Grades 1-3)**



## Professional Learning

Professional learning time dedicated to analyzing student results to make data-informed planning decisions plays a key role in supporting our students' achievement. Teachers use a wide range of classroom assessment data to responsively plan to the diverse needs of their students. Responsive planning was part of the administration team's professional growth plan. Diverse learning blocks were provided throughout the year to give teachers an opportunity to implement strategies developed during PL time.

Our Professional Learning Fridays were focused on our Education Plan which was designed to support professional growth that focuses on student achievement in literacy and numeracy. While 90% is a positive score, we will investigate why fewer teachers agreed that our PL Fridays focused on student achievement in the first row of Table 4. As supported by teacher response, we were intentional in making connections between assessment data and our work differentiating our instructional leadership to support teacher growth. Table 4 shows that we believe we have high expectations for our students and for ourselves.

<b>Table 4: Division Assurance Survey</b>								
<b>The percentage of teachers agree that:</b>								
	<b>MC</b>				<b>GPPSD</b>			
	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>
We use Professional Learning Fridays to support professional growth that focuses on student achievement	88	88	100	90	89	94	94	93
Administration provides feedback to staff on instructional practices using multiple strategies	81	76	100	100	86	91	92	91
Our School uses a range of data sources to inform planning, instruction and assessment of students	100	100	100	100	97	98	99	97
Our school has high expectations for students about their academics and behaviour	95	93	100	100	93	90	89	88

## Priority: Inclusion (Belonging)

**Outcome: Our school is a welcoming, caring, respectful and safe environment where students, staff and families have a strong sense of belonging**

Maude Clifford School is committed to building a safe learning environment that respects diversity and fosters a sense of belonging for all. Supporting the emotional and physical well-being of students is an important focus for our school community as we believe students need to be physically and mentally prepared to take part in academic learning. We support this priority through our intentional focus on the Social Emotional Learning (SEL) of our students.

Fostering a sense of belonging is an integral part of our school's culture. Part of this includes teaching and modeling care and respect for one another and showing how this contributes to people feeling they are being treated fairly. As shown in Table 5, our teachers and parents feel we are successful in this area. Next year we need to meet with students to hear what these terms mean to them so we can identify the disconnect between adult and student responses. Similarly, in Table 6, which shows student levels of engagement, Teachers and parents believe students are engaged in their learning, but the student data doesn't align with this belief. We need to dig deeper into this topic by speaking with students to allow them to add their voice to our planning to actively engage them in their learning.

**Table 5: Provincial Assurance Survey**

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.

	School					Authority					Province				
	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024	2020	2021	2022	2023	2024
Overall	85	82	83	94	96	89	90	86	86.0	96	89	90	89	87.5	87
Parent	84	*	79	88	100	90	91	85	85.3	100	90	91	90	88.1	88
Student	76	67	76	94	88	91	83	81	80.2	88	83	84	83	81.5	80
Teacher	95	96	93	100	100	96	95	93	92.6	100	95	95	94	93.0	93

**Table 6: Provincial Assurance Survey**

Percentage of parents, students and teachers who agree that students are engaged in their learning.

	School				Province			
	2021	2022	2023	2024	2021	2022	2023	2024
Overall	80	80	83	89	86	85	84	84
Parent	*	90	87	100	89	89	87	87
Student	60	58	63	68	72	71	71	69
Teacher	100	93	100	100	96	96	95	95



Table 7 highlights related data from the Division Assurance Survey over the past 3 years. Like the Provincial Assurance Survey results, data from students isn't as positive as it is from teachers and parents. While student data isn't negative, it shows that more work needs to be done to understand the disconnect they are feeling. In the meantime, we will continue our successful work with SEL programs like Emozi, Little Spot, and PATHS.

Our strongest response from students was in community and citizenship. Leadership opportunities like AMA Safety Patrollers, lunch monitoring, and reading buddies build citizenship skills and a sense of community. At Celebration of Learning assemblies, students are individually recognized for a specific character trait that they exhibit within our Ten Core Values of Leadership or a Seven Sacred Teaching.

Within our school culture, we acknowledge and embrace our collective responsibility to the reconciliation process. Partnering with our Indigenous Liaison and Elder Theresa Gladue, we committed to building our Indigenous foundational knowledge and aspired to embed and apply our knowledge in our daily practice.

Parents and teachers report satisfaction with targeted support for our students. A concerted effort has been made to ensure strong communication between home and school, focusing on how to work together to support academic progress. For our students with additional needs, our LST supports students, teachers, and families to develop effective learning plans.

**Table 7: Division Assurance Survey Data**

Percentage of parents, students and staff who agree,	Parents	Students	Staff
Schools are Welcoming, Caring, Respectful and Safe Environments			
2022	99	84	88
2023	99	86	98
2024	96	84	100
Student Emotional, Physical Well-Being and Mental Health is Supported			
2022	99	85	87
2023	99	86	98
2024	95	84	100
Students are Acquiring and Applying Indigenous Foundational Knowledge			
2022	99	95	89
2023	97	98	100
2024	94	96	100
Satisfaction with Learner Supports			
2022	85	NA	81
2023	91	NA	97
2024	94	NA	97
Students Learn About Citizenship, Community and are Prepared for Life After High School			
2022	96	92	90
2023	98	97	97
2024	93	95	98