

2023 - 2024 Annual Education Results Report





TABLE OF CONTENTS

PAGE 3 - 1 Message from Board of Trustees

PAGE 4 - 2 Accountability Statement

PAGE 5 - 3 Required Alberta Education Assurance Measures Overall Summary

PAGE 6 - 4 Measure Evaluation Reference

PAGE 8 - 5 3-Year Education Plan June 2022 - 2025

PAGE 9 - 6 Alberta Education Assurance Measure Results

PAGE 10 - 7 School Profile Domain 5: Local & Societal Contexts

PAGE 12 - 7A - School Purpose 7B - School Vision 7C - Core Values 7D - MCIS Staff

PAGE 14 - 7E - Student Demographics

PAGE 18 - 7F - Program of Studies

PAGE 20 - 7G - Program of Studies - At Risk Students

PAGE 21 - 7H - Safe and Caring

PAGE 22 - 7I - Satisfaction with Program Access

PAGE 24 - 7J - School Improvements

PAGE 27 - 8 - Domain 1: Student Growth & Achievements

PAGE 28 - 8A - Student Learning Engagement

PAGE 29 - 8B - Citizenship

PAGE 31 - 8C - Local Measures of Students Learning Achievement

PAGE 36 - 9 - Domain 2: Teaching & Leading

PAGE 37 - 9A - Education Quality

PAGE 41 - 10 - Domain 3: Learning Supports

PAGE 42 - 10A - Welcoming, Caring, Respectful & Safe Learning Environment (WCRSLE)

PAGE 43 - 10B - Access to Support & Service

PAGE 48 - 11 - Domain 4: Governance

PAGE 49 - 11A - Parental Involvement

PAGE 54 - 12 - Supplemental Data

PAGE 55 - 12A - Supplemental Alberta Education Assurances Measures Overall Summary

PAGE 57 - 13 - Appendices

PAGE 58 - 13A - Appendix 1: 2023 Fall MAP Results

PAGE 60 - 13B - Appendix 2: Overall Measures of Each Respondent Group

PAGE 65 - 13C - Appendix 3: Summary of PAT & Diplomas Results

MESSAGE FROM BOARD OF TRUSTEES

The 2021 - 2022 school year saw excitement as we slowly but surely began to close the chapter on the restraints of the COVID-19 pandemic. Our school community endured nearly three years of shifting between face-to-face learning, distance learning, and at times a hybrid of the two. Many members of our school community were only seen through a computer screen for entire school years at a time. The restraints of the COVID-19 pandemic clearly and expectedly impacted our staff and students' mental health and wellbeing, student growth and achievement, and parental engagement and this impact is reflected in our 2023 - 2024 Annual Education Results Report. The priority at Maplewood Canadian International School is to work towards a return to "normalcy" focus on the physical and mental well-being of all members of our school community, close learning gaps, and ensure that we join together to make coming to school fun again. The Board of Trustees is committed to working collaboratively with the school team and providing necessary support to ensure that the 2023 - 2024 academic school year is our best year yet!

Mr. Marco Shenouda
Board Chair

MESSAGE FROM SCHOOL PRINCIPAL

It is a privilege and an honour to be your Principal this year, and I have made it a personal goal to build bridges and positive relationships with the community we serve. There is no higher moral purpose than educating children, so I thank you for partnering with us as we prepare your child for a world that is changing and evolving at a pace we have never seen before.

The needs and challenges today's learners face vastly differ from what we encountered as children. The digital age has enabled today's students to gain access to information at an unprecedented rate; consequently, the ability to filter fact from fiction has never been more important than it is today. Wisdom and knowledge provide stability in our lives, and we are thrilled at the opportunity to further develop your child's skill set in this regard. As a school, we are dedicated to developing our students into responsible, highly competent citizens and leaders, promoting a global outlook that respects the UAE's rich cultural heritage alongside the world's cultures.

A world of inquiry, collaboration, and discovery awaits your child this year, and our dedicated staff is focused on developing your child's full potential and equipping them with the skills necessary for them to become leading members of our society. However, we can't do this work alone. As parents, you play an extremely important role in your child's educational journey, and we invite you to partner with us as we chart a course to prepare the leaders, innovators, and global contributors of tomorrow.

Sincerely and respectfully,

Dr. Terry Burwell



ACCOUNTABILITY STATEMENT

The Annual Education Results Report for Maplewood Canadian International School for the 2023-2024 school year was prepared by the school Principal as under the direction of the CEO and representative of the Board of Directors 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.

Principal Name

Dr. Terry Burwell

Principal Signature

Dr. Terry Burwell

Date

November 28, 2023

REQUIRED ALBERTA EDUCATION ASSURANCE MEASURES OVERALL SUMMARY



Required Alberta Education Assurance Measures - Overall Summary

Fall 2023

School: 1991 Maplewood Canadian International School LLC

Assurance Domain	Measure	Maplewood Canadian Internation			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	86.6	86.2	86.2	84.4	85.1	85.1	n/a	Maintained	n/a
	Citizenship	91.1	83.1	76.9	80.3	81.4	82.3	Very High	Improved Significantly	Excellent
	3-year High School Completion	n/a	n/a	n/a	80.7	83.2	82.3	n/a	n/a	n/a
	5-year High School Completion	n/a	n/a	n/a	88.6	87.1	86.2	n/a	n/a	n/a
	PAT: Acceptable	53.5	56.7	n/a	63.3	64.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	3.5	8.0	n/a	16.0	17.7	n/a	Very Low	n/a	n/a
	Diploma: Acceptable	71.5	44.4	n/a	80.3	75.2	n/a	Low	n/a	n/a
	Diploma: Excellence	26.0	2.8	n/a	21.2	18.2	n/a	Very High	n/a	n/a
Teaching & Leading	Education Quality	95.4	91.9	87.7	88.1	89.0	89.7	Very High	Improved Significantly	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	92.6	87.0	87.0	84.7	86.1	86.1	n/a	Improved	n/a
	Access to Supports and Services	84.5	82.4	82.4	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	77.5	81.8	78.9	79.1	78.8	80.3	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 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.

Required Alberta Education Assurance Measures - Overall Summary

Source Data Reference

Fall 2023

School: 1991 Maplewood Canadian International School LLC



Assurance Domain	Measure Evaluation	Current Result	Previous Year Result	Previous 3 Year Average	Achievement Standard Years	Last Updated
Student Growth and Achievement	Student Learning Engagement	2022/2023	2021/2022	School Years 2021/2022	n/a	Apr 24, 2023
	Citizenship	2022/2023	2021/2022	School Years 2019/2020, 2021/2022	2011/2012 to 2013/2014	Apr 24, 2023
	3-year High School Completion	2021/2022	2020/2021	School Years 2018/2019, 2019/2020, 2020/2021	2011/2012 to 2013/2014	Mar 22, 2023
	5-year High School Completion	2021/2022	2020/2021	School Years 2018/2019, 2019/2020, 2020/2021	2011/2012 to 2013/2014	Mar 22, 2023
	PAT: Acceptable	2022/2023	2021/2022	n/a	2011/2012 to 2013/2014	Sep 07, 2023
	PAT: Excellence	2022/2023	2021/2022	n/a	2011/2012 to 2013/2014	Sep 07, 2023
	Diploma: Acceptable	2022/2023	2021/2022	n/a	2011/2012 to 2013/2014	Sep 01, 2023
	Diploma: Excellence	2022/2023	2021/2022	n/a	2011/2012 to 2013/2014	Sep 01, 2023
Teaching & Leading	Education Quality	2022/2023	2021/2022	School Years 2019/2020, 2021/2022	2011/2012 to 2013/2014	Apr 24, 2023
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	2022/2023	2021/2022	School Years 2021/2022	n/a	Apr 24, 2023
	Access to Supports and Services	2022/2023	2021/2022	School Years 2021/2022	n/a	Apr 24, 2023
Governance	Parental Involvement	2022/2023	2021/2022	School Years 2019/2020, 2021/2022	2011/2012 to 2013/2014	Apr 24, 2023

Measure Evaluation Reference

Summary

Alberta Education records evaluations: Achievement, Improvement and Overall.

- The Achievement Evaluation is based on a comparison of current year data to a set of standards, which remain consistent over time.
- The Improvement Evaluation consists of comparing the current year's result with the previous three-year average. A chi-square statistical test is used by Alberta Education to determine the significance of the improvement.
- The Overall Evaluation combines the Achievement Evaluation and the Improvement Evaluation.

Achievement Evaluation

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

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

Measure	Very Low	Low	Intermediate	High	Very High
Citizenship	0.00 - 66.30	66.30 - 71.63	71.63 - 77.50	77.50 - 81.08	81.08 - 100.00
3-year High School Completion	0.00 - 65.95	65.95 - 74.10	74.10 - 84.79	84.79 - 89.00	89.00 - 100.00
5-year High School Completion	0.00 - 72.59	72.59 - 80.82	80.82 - 89.18	89.18 - 91.96	91.96 - 100.00
PAT: Acceptable	0.00 - 66.07	66.07 - 70.32	70.32 - 79.81	79.81 - 84.64	84.64 - 100.00
PAT: Excellence	0.00 - 9.97	9.97 - 13.44	13.44 - 19.56	19.56 - 25.83	25.83 - 100.00
Diploma: Acceptable	0.00 - 71.45	71.45 - 78.34	78.34 - 84.76	84.76 - 87.95	87.95 - 100.00
Diploma: Excellence	0.00 - 9.55	9.55 - 12.59	12.59 - 19.38	19.38 - 23.20	23.20 - 100.00
Education Quality	0.00 - 80.94	80.94 - 84.23	84.23 - 87.23	87.23 - 89.60	89.60 - 100.00
Parental Involvement	0.00 - 70.76	70.76 - 74.58	74.58 - 78.50	78.50 - 82.30	82.30 - 100.00

Notes:

1. For all measures: The range of values at each evaluation level is interpreted as greater than or equal to the lower value, and less than the higher value. For the Very High evaluation level, values range from greater than or equal to the lower value to 100%.



Improvement Table

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

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

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

Overall Evaluation Table

The overall evaluation combines the “Achievement Evaluation” and the “Improvement Evaluation”.

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

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



3-YEAR EDUCATION PLAN JUNE 2022 - JUNE 2025



Maplewood Canadian International School

Three-Year Education Plan

2022 - 2025

The [Education Plan](#) for Maplewood Canadian International School (approved by the Board of Trustees on 20 May 2022) 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. This plan was developed in the context of the provincial government's business and fiscal plans. The Board of Trustees has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

In each of the domains of this report, the analysis will be made on the related processes and strategies that have been or will be implemented. Any outcome measures associated with the Education Plan (EP) will be reported and identified "as per EP".

Alberta Education Assurance Measure Results

Assurance and accountability are linked. Alberta's Assurance Framework is about building public trust and confidence that the education system is meeting the needs of students and enabling their success. Education partners must demonstrate that they are meeting their responsibilities across 5 assurance areas:

1. Student Growth & Achievement - The ongoing process of students' learning, relative to identified provincial learning outcomes that enable them to engage intellectually, grow continuously as learners and demonstrate citizenship.
2. Teaching & Leading - Teachers and leaders apply appropriate knowledge and abilities to make decisions that demonstrate professional practice standards, which result in quality teaching, leading and optimum learning for all students.
3. Learning Supports - Using resources to create optimal learning environments where diversity is embraced, a sense of belonging is emphasized and all students are welcomed, cared for, respected, and safe.
4. Governance - Processes that determine strategic direction, establish policy and manage fiscal resources.
5. Local and Societal Context - Engagement practices that enable the education system to proactively respond to the learning needs and diverse circumstances of all students.



SCHOOL PROFILE

DOMAIN 5:

LOCAL & SOCIETAL

CONTEXTS



SCHOOL PROFILE

DOMAIN 5: LOCAL & SOCIETAL CONTEXTS

Maplewood Canadian International School is located in Mohammed Bin Zayed City, Abu Dhabi, United Arab Emirates. We are one of three Canadian schools in the United Arab Emirates. MCIS holds a Tier 3 Accreditation as an Alberta Accredited International School. The school also meets the requirements of the Abu Dhabi Department of Education and Knowledge (ADEK).

MCIS opened in 2014 with 59 students from Kindergarten to Grade 6. The school saw significant growth in the following years as the population rose to over 600 students in 2018. Unfortunately, due to the COVID-19 pandemic and the financial impact resulting from the compounding global economic downturn, the school population saw a decrease in students.



We are optimistic that the school will regain its positive growth trajectory over the next few years.

In the 2023-2024 academic school year, our school community is comprised of:

(A) 360 students from Kindergarten to Grade 12

(B) Alberta Certified Teachers

(C) Non-Alberta Certified Staff

School Purpose

To ensure students graduate as engaged thinkers and creative innovators with ethical, global perspectives, well prepared for the opportunities and challenges of our changing world.

School Vision

To be a high-performing private school with student academic, social, emotional and physical development as its core focus.

Core Values

- Teamwork
- Integrity & Honesty
- Transparency
- Respect
- Accountability
- Care & Compassion

MCIS Staff

Our staff is made up of

1. Alberta Certified Teachers
2. Non-Alberta Certified Teachers
3. Support Staff

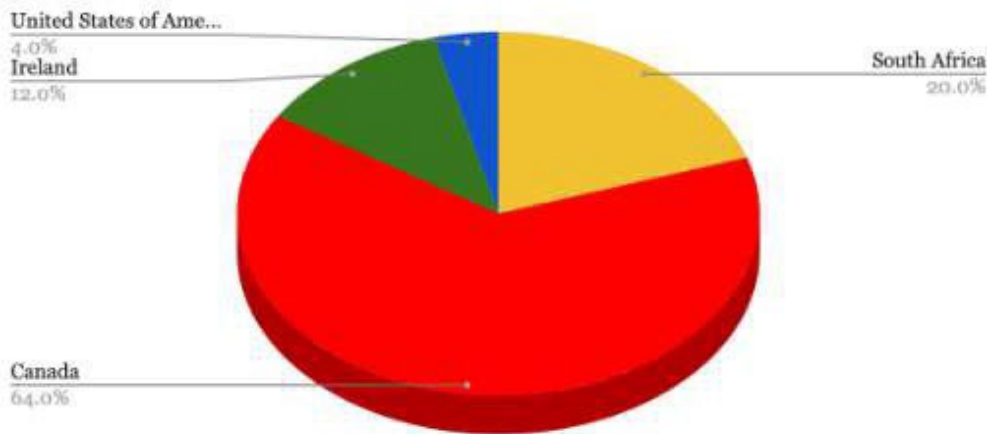
1) Alberta Certified Teachers

These teachers are responsible for delivering the Alberta Education Curriculum and include teachers who have been issued:

- Letter of Authority to teach the Alberta Education Curriculum (Non-Canadians)
- Interim Professional Certificate (For Canadians, the first step to certification is to apply for an IPC so that Alberta Education can assess the teacher's educational and professional qualifications. If they meet the requirements, the IPC allows them to teach anywhere within the province's K to 12 system and is valid for 3 years)
- Permanent Professional Certificate (When they meet all the requirements for a PPC, the school authority must recommend them for a permanent certificate which does not expire)

The chart below indicates the nationalities of all of our Alberta Certified teachers who hold any of the above three certifications.

Alberta Certified Teacher's Nationalities



2) Non-Alberta Certified Teachers

Our curriculum is complemented by the UAE Ministry of Education's (MOE) curriculum which includes the following subjects:

- Arabic First Language & Arabic Second Language (mandatory for all students at all grade levels)
- Islamic Education First Language & Islamic Education Second Language (mandatory for all Muslim students)
- UAE Social Studies First Language & UAE Social Studies Second Language (mandatory for all students in Grades 1 - 9)
- Moral Education (mandatory for all students in Grades 1 - 12)

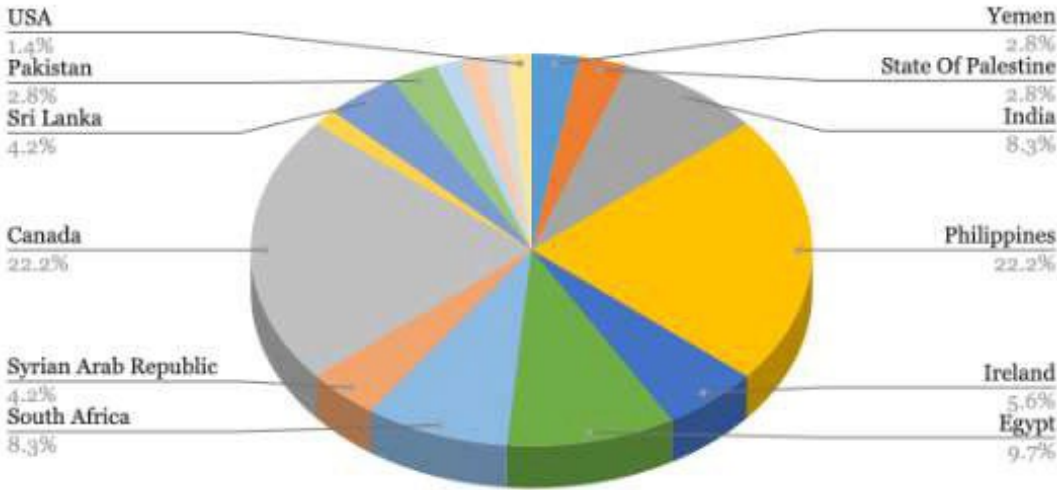
3) Support Staff

In addition to our teaching staff, we also have:

- Administrative Staff
 - Student Registrar
 - Attendance Registrar
 - Receptionist
 - Accountant
 - HR & Operations Manager
 - Procurement
 - Health & Safety Officer
 - Public Relations Officer
 - Marketer (vacant)
 - Classroom Assistants
 - Shadow Teachers
 - Cleaners
 - School Nurse

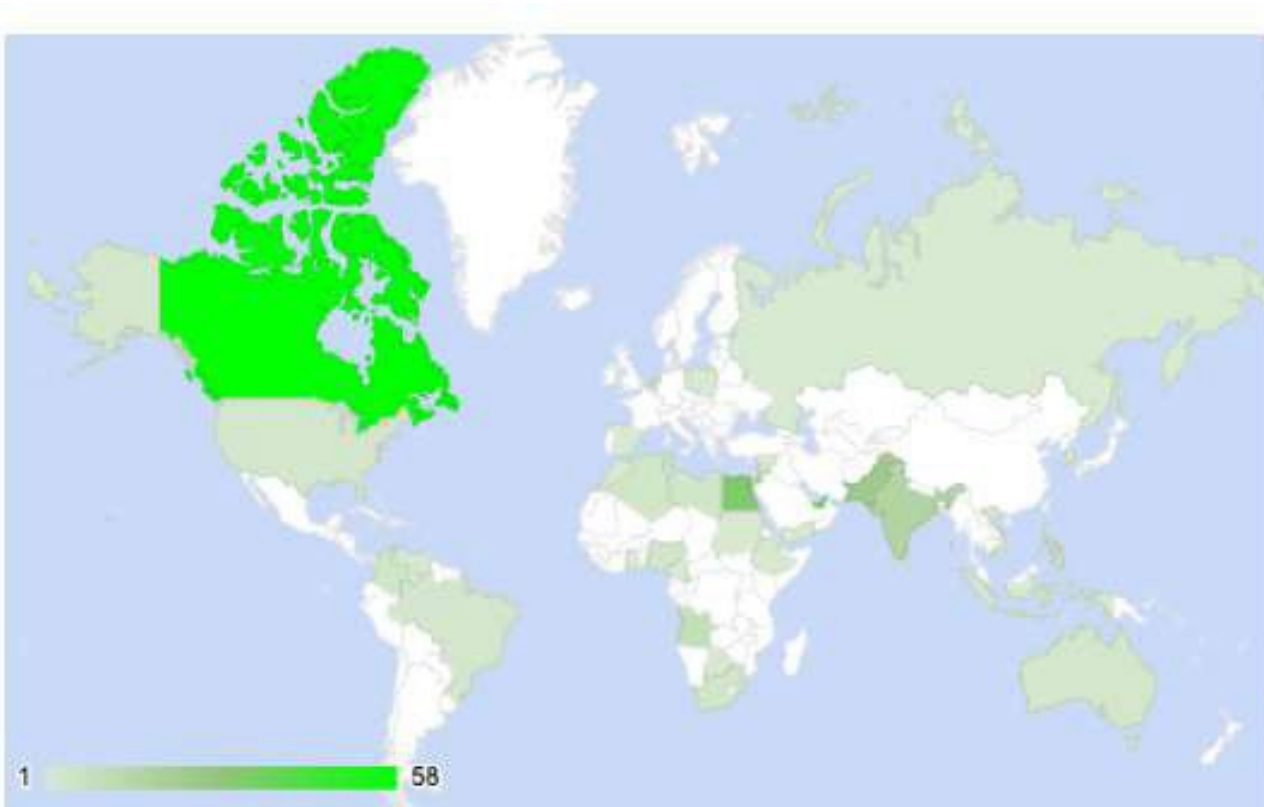
The nationalities of all staff at MCIS are shown in the table below.

All Staff Nationalities



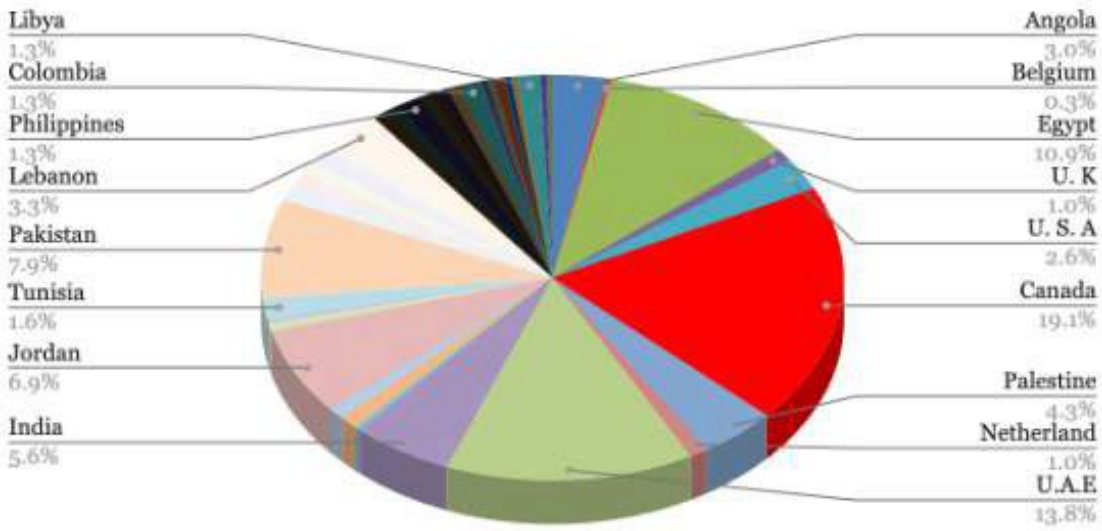
Student Demographics

In order to contextualize this report, it is important to understand the demographics of the students enrolled at Maplewood Canadian International School. MCIS is multicultural, multinational, and multilingual with students coming from more than 30 different countries. The geographical map at right indicates the countries in which our students come from with neon green indicating the most number of students, dark green indicating slightly less number of students, and light green indicating few number of students.



Our student nationalities are also identified in the below chart.

Student Nationalities

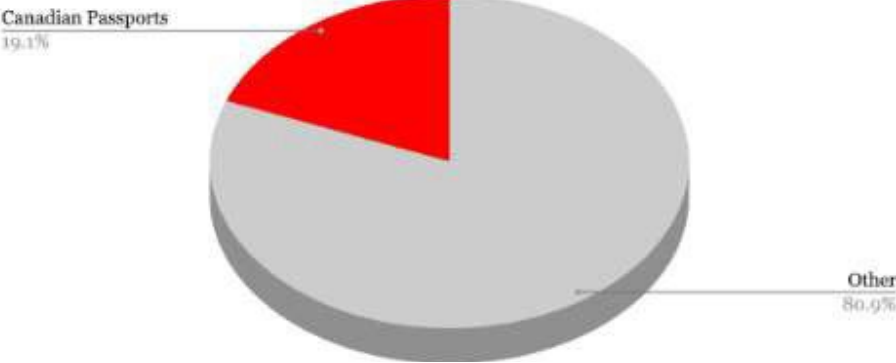


This data is summarized in the table below.

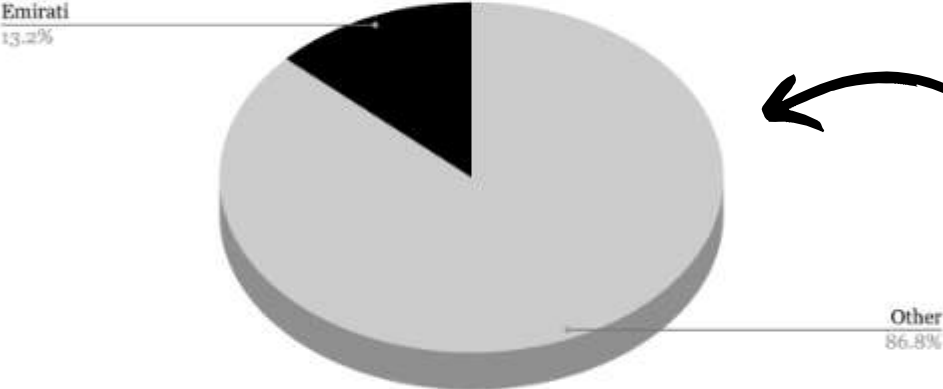
Country	Percentage
Canada	19.1%
UAE	13.8%
Eqypt	10.9%
Pakistan	7.9%
Jordan	6.9%
India	5.6%
Palestine	4.3%
Other	31.6%

Students with Canadian Passports are shown in the table below. This may or may not indicate that the student has lived in Canada.

Canadian Passport Holders

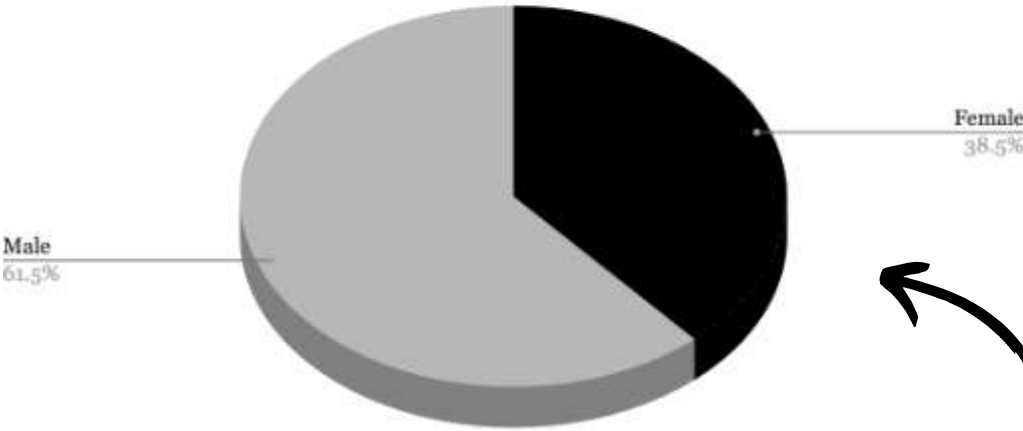


Emirati Students



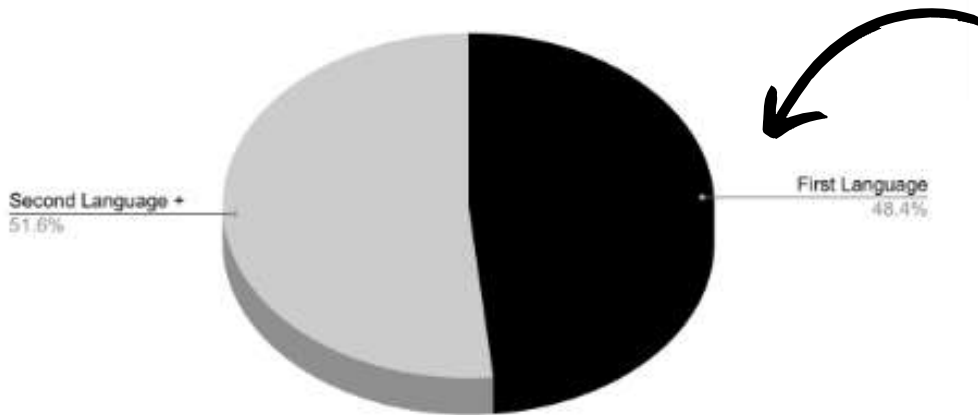
Our percentage of Emirati (local) students is shown in the table at right

Male vs Female Students



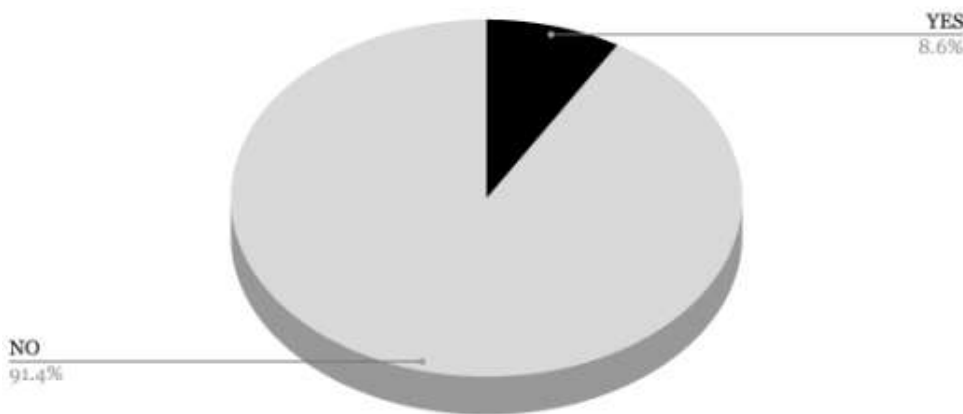
Our gender distribution of students is shown at right, indicating that slightly more of our student population is male.

First Language Arabic Speakers vs Second Language



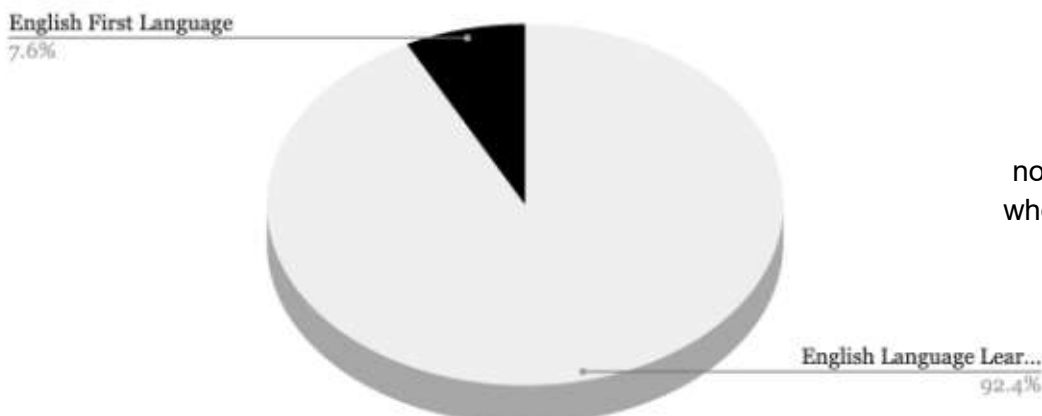
Students are also classified as First or Second Language Arabic speakers and this determines which class they will be in for their Ministry Courses. This determination is made by ADEK using the student's passport. MCIS has a fairly even split of students between First and Second Language Arabic speakers.

Students With Special Educational Needs



The number of students with Special Educational Needs (SEN) is shown in the table at right. These students may or may not require Individual Education Plans (IEPs). It should be noted that this only includes students who have been formally diagnosed and have psychoeducational assessments to refer to.

Percent of Students Who Identify as English First Language Speakers



Finally, and possibly most notably, the number of students whose families identify as English First Language

Speakers is shown at right, for a total of approximately 7% of our student population. This leaves a significantly high percentage of our student population as English Language Learners (ELL) of varying degrees and abilities.

AEAM & LOCAL MEASURES/DATA

Program of Studies

	Maplewood Canadian International School										Measure Evaluation		
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	218	51.6	260	69.5	154	74.5	154	67.3	66	59.6	Very Low	Declined	Concern
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student	199	49.3	223	63.1	137	61.4	143	58.8	42	51.9	Very Low	Declined	Concern
Teacher	19	53.9	37	76.0	17	87.6	11	75.9	24	67.4	Very Low	Maintained	Concern

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Considering the local and societal context of our school community, MCIS has taken steps to address the feedback from parents, students, and teachers in relation to our Program of Studies (satisfaction with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education. Given the “low” achievement and “acceptable” overall measurement, improvements in this category or necessary.

We believe that one explanation for the low rating might be due to the constraints of meeting the Alberta Education Instructional Hours in addition to the Ministry of Education Instructional Hours. While we would love to offer more opportunities for students to receive the broad program of studies, on average, our students dedicate at least 7 - 9 learning periods to Ministry of Education mandatory courses. This, obviously, severely limits our ability to meet all of the programming wishes of our students and parents.

Career & Technology Foundations Grades 7 - 9

Students now receive weekly instruction in CTF with quarterly changes to the topic being studied. This exposes our students to a multitude of opportunities to explore interests, passions, and skills while making personal connections to career possibilities. Courses are decided through collaboration

between teachers and students in the areas of Business, Human Services, Resources, Technology, and Communication.

Option Courses for Grades 10 - 12

In order to expose our students to more opportunities in the Fine Arts, in the 2022 - 2023 academic school year we have added Drama as an option for our Grade 10 - 12 students. This will allow our students to gain confidence and experience in expressing themselves and improve their communication and literacy skills. This also supports our goal of providing our students with more opportunities to engage with the English language.

Our teachers also collaborate with their students to choose Career & Technology Studies that are relevant to our students. They have chosen courses in Tourism, Wildlife, Business, Finance, Recreation & Human Services, as well as Media, Design & Communication Arts. Including our students in course selection builds both student engagement and motivation.

Social Sciences & Geography

Our students have also expressed interest in the Social Sciences and Geography. As such, we have included opportunities for students to study from the Psychology, Sociology, and Geography courses that are available.

Independent Study

To accommodate the unique needs of our students, we provide opportunities for Independent Study either individually or in small groups. The student(s) choose the course that they wish to take and we assign a teacher to create module work for the student to complete with weekly check-ins for support. An example of a course that a small group of students have chosen to study this academic school year is Computer Science.

Health & Physical Education

As we returned to school following extended periods of time of distance learning, we knew that focusing on the health and well-being of our students would be critical. Given our instructional hour constraints between Alberta Education and the Ministry of Education, we had to find innovative ways to increase physical activity for our students. As such, we provide nearly daily extracurricular activity opportunities for our students to engage in physical activity during their lunch periods. This includes PE Games Club, Football Club, Yoga Club, Spikeball Club, etc. We have encouraged our school community to take advantage of these opportunities and we have had a lot of success with participation in these activities.

Additionally, this year we appointed an Athletic Director to focus on providing opportunities, both in and out of school, for our students to engage in recreational and competitive sports. This individual also plans fun activities for the school community to take part in, including monthly staff vs student games (football, basketball, dodgeball, etc) and sports days for our entire school community.

Finally, we have been working on implementing our [Daily Physical Activity Policy](#) to ensure that our students are receiving at least 30 minutes of physical activity each day. This policy also includes accountability measures to track the ways in which each grade level achieves the daily goal. The policy was created and implemented in January 2023.

Program of Studies - At-Risk Students

	Maplewood Canadian Internation										Measure Evaluation		
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	323	74.9	378	75.2	242	83.3	205	83.9	88	85.8	Intermediate	Improved	Good
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student	304	68.4	341	72.3	225	72.5	194	74.0	64	80.1	Low	Improved	Acceptable
Teacher	19	81.5	37	78.0	17	94.1	11	93.9	24	91.4	Low	Maintained	Issue

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

While the percentage of teachers and students that agree that programs for children at risk are easy to access and timely has “improved significantly” and has an overall measure of “good”, we are always looking at ways to support our most vulnerable students.

English Language Learners

In summary, MCIS has a highly diverse student population with an extremely high percentage of ELLs (approximately 93%). For the 2023-2024 academic school year, we have taken steps to better support our students. These include:

- Addition of a full-time ELL Coordinator
- Increasing the instructional hours for English Language Arts & Literacy at all grade levels
- Purchasing RAZ Kids ELL to support students both at school and at home
- Purchasing an online language proficiency assessment to support teachers in identifying, programming, and monitoring of ELL
- Monthly literacy competitions for students to engage in English language activities outside of the classroom

School Behaviour Team

The School Behaviour Team oversees all concerns related to a student's:

- Academic achievement
- Behaviour
- Social/emotional wellbeing

To improve our ability to support students in need, we have made adjustments and additions to our policies and procedures in this area. This includes but is not limited to

- Weekly scheduled School Behaviour Team meetings (and emergency meetings as needed)
- Weekly emails sent from teachers to parents for students that are deemed “at-risk” in any of the above-mentioned categories
- Clearly defining “at-risk” for staff
- Completion of the “at-risk” tracking document every two weeks and followed up by phone calls from the Social Worker

Safe & Caring

	Maplewood Canadian Internation										Measure Evaluation		
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	322	75.2	378	77.1	242	91.4	205	89.3	89	93.1	Very High	Improved Significantly	Excellent
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student	303	67.4	341	72.8	225	82.9	194	82.2	65	88.7	Very High	Improved Significantly	Excellent
Teacher	19	83.0	37	81.4	17	100.0	11	96.4	24	97.5	Very High	Improved	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

We are proud of our commitment to providing a learning environment in which students are safe, are learning the importance of caring for others, are learning respect for others, and are treated fairly in school. It is clear that our school community recognizes our commitment through our “very high” achievement and “excellent” overall achievement.

Some of the ways that we support these values include:

- Anti-Bullying Club
- Monthly workshops put on by the Social Worker
- Student of the Month based on our Core Values
- Work Experience (putting our senior students in younger classes to act as positive role models)

Satisfaction with Program Access

	Maplewood Canadian International School										Measure Evaluation		
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	321	58.3	374	77.7	240	76.2	204	78.8	88	83.1	Very High	Maintained	Excellent
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student	302	62.6	339	71.7	223	67.2	193	70.3	64	87.4	Very High	Improved Significantly	Excellent
Teacher	19	54.0	35	83.7	17	85.1	11	87.3	24	78.7	Intermediate	Maintained	Acceptable

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

MCIS has “maintained” in the percentage of teachers, parents, and students who are satisfied with the accessibility, effectiveness, and efficiency of programs and services for students in their community. This includes access to Academic Counselling, Career Counselling, School Library Services, Services (beyond regular instruction) that help students to read and write, and Student assessment services for students with learning difficulties. While this is considered a “good” overall achievement, the below measures will support us in improving this rating.

Academic Advisor

Our Academic Advisor acts as both an academic counsellor and a career counsellor. While this position has been a role within our school for the past few academic school years, we are continuously working to refine this position and improve its effectiveness. One addition we made this year has been mandatory quarterly Academic Advising meetings with the Academic Advisor, the parents, and the student for students in Grades 10 - 12. This has ensured that students are on the right path toward their goals throughout the entire school year and helps early detection of students who may need additional support. Further, this academic school year, we created a Student Academic Advising Agreement that parents and students sign and agree to. This agreement maps out the courses and pathway to graduation for each student and ensures that the school and home are on the same page.

School Librarian

Last academic school year, MCIS hired a School Librarian. This individual has proven to be an excellent asset to our school community. He supports teachers and students with weekly library classes that are focused on improving literacy skills. He has created a warm and welcoming environment and students are eager to spend time reading in the library both in and out of class time.

Supporting Students in Reading & Writing

Beyond regular instruction, we have taken steps toward supporting our students in reading and writing. Some of the steps include

- ELL Coordinator
- Weekly extracurricular clubs (held during lunch periods)
 - Reading Club
 - Writing Club
 - ELL Support Club
- Events and competitions for students to engage in reading and writing outside of class
 - Poetry Competition
 - RAZ Kids Reading Competition
 - Spelling Bee
 - Essay Competition

School Librarian

To better support our students with specific needs, our Special Education Coordinator (SENCO) has been working with ADEK to provide both assessment and support services at the school. We are currently in the early stages of this, but we are hopeful that this will be a service that our school community can benefit from in the near future. In the meantime, our SENCO provides parents with all of the information that they require to receive assessments from facilities within Abu Dhabi and provides families with information and support in this process.

While we have the above-mentioned services available for our school community, the survey results indicate that we need to ensure that our students are aware of these services and more importantly, that they are aware of how to access these services. At the beginning of this academic school year, during one of the weekly Advisory Lessons, the homeroom teachers informed the students about these services and how to access them. This will occur each term so that students are familiar with how to access the support that MCIS can offer.

School Improvement

	Maplewood Canadian International School										Measure Evaluation		
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	323	55.9	378	71.0	238	87.6	204	84.1	83	80.3	High	Maintained	Good
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student	304	53.9	341	61.0	224	75.2	193	68.1	64	76.5	Intermediate	Improved	Good
Teacher	19	57.9	37	81.1	14	100.0	11	100.0	19	84.2	High	Maintained	Good

Notes:

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2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

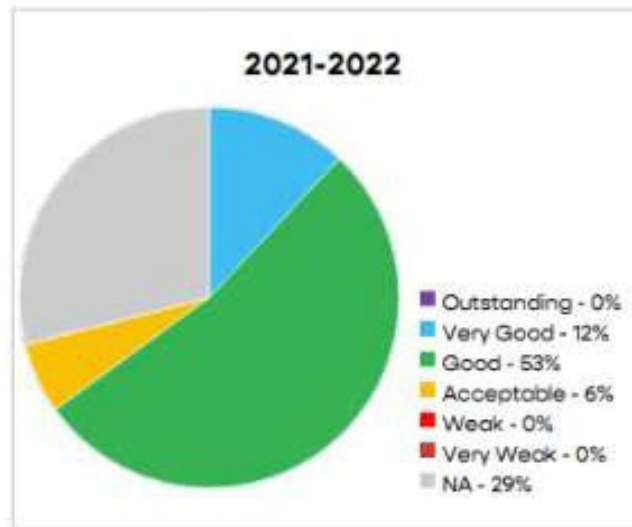
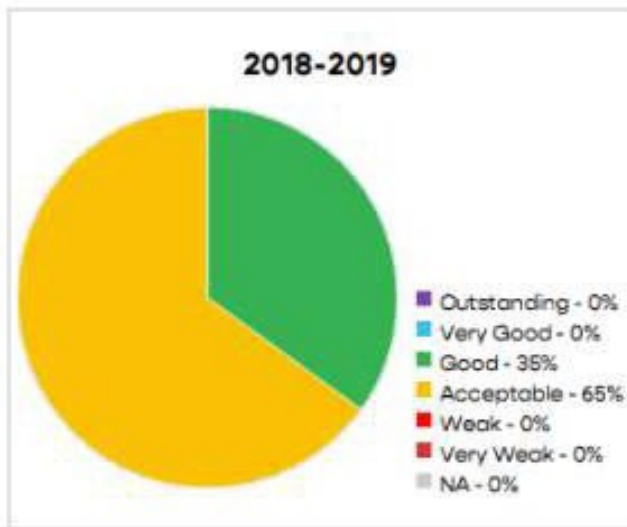
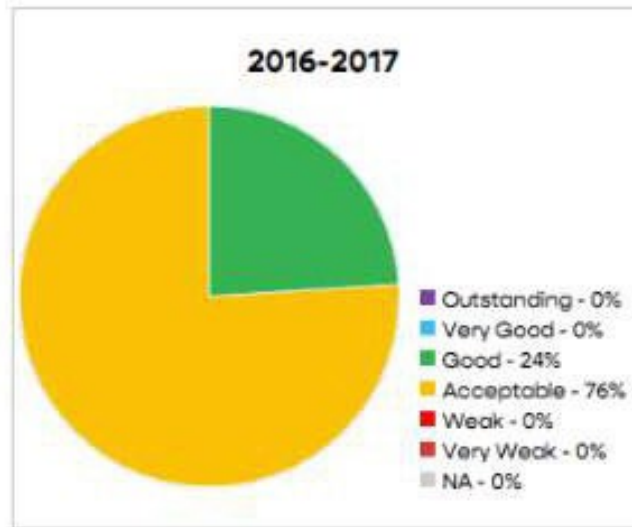
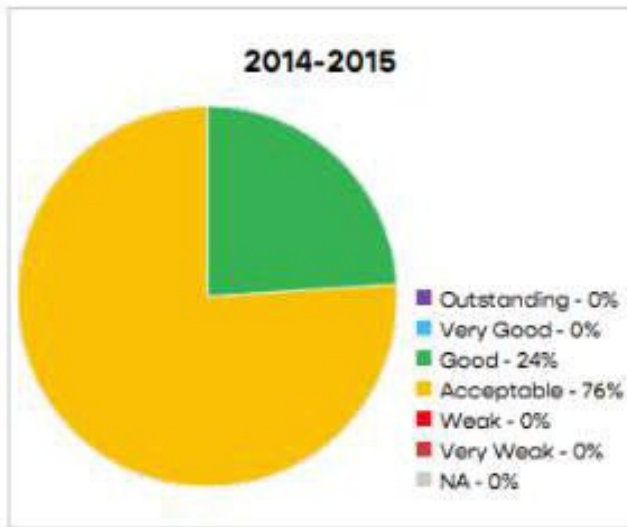
Overall, teachers and students have indicated that MCIS has “maintained” over the last three years. We continue to focus on school improvement through School Improvement Committee and continued focus on the School Improvement Plans developed by the various divisions and departments in the school. The new Senior Leadership Team is determined to improve upon the school’s current performance and inspection levels.

Irtiqaa Inspection Program

The school also participates in the Irtiqaa Inspection program which assesses the performance of private schools in Abu Dhabi and gives the recommendations needed to improve their performance. This inspection is accompanied by a detailed explanation of the strengths and weaknesses of each school, as well as improvement plans to enhance the quality of education.

This inspection is performed by authorized inspectors hired and trained by the Abu Dhabi Department of Education and Knowledge to inspect and evaluate schools according to international standards and provide follow-up to ensure that they have reached the desired criteria.

The overall performance history of MCIS is shown on the next page, indicating significant overall growth of the school’s performance:



Student Enrollment (as per EP)

We continue to focus on increasing student enrollments in the 2023-2024 academic school year.

A new Marketing & Communications Manager was hired in May 2022 and did an excellent job of getting our name out into the community. Most notable has been her contributions to improving our social media presence. Unfortunately, she took another position in Abu Dhabi, and the school is continuing to find a suitable replacement.

MCIS is also engaging in networking events through our partnership with the Canadian Business Council and by attending the Abu Dhabi School & Nursery Show. These networking events have helped us to share the amazing things that we are doing at MCIS with parents that are unfamiliar with our school and curriculum.

We will continue to focus on this area as we aim to hit our enrollment projections by the end of January 2024. We will focus on improving parent satisfaction with all components of the school so that parents share their positive experiences with MCIS with their family and friends.

Parent Council (as per EP)

Parent Council meetings will continue to occur monthly. Survey results will demonstrate gains in overall parent satisfaction with their contributions to the school.

Monthly Parent Council meetings have occurred for the 2023-2024 academic school year. We have an increase in parents attending the meetings and their contributions and feedback has been valuable and beneficial for school improvement. AEAM survey results are not available, but internal survey results indicate that parents are very satisfied with all aspects of the school.

Parent Council meetings will continue with the aim of a collaborative approach to school improvement. The meetings are used to draw feedback from parents and look at concerns and issues with a solutions-focused mindset. We will analyze data and review the implementation of specific outcome measures to determine the efficacy of our efforts. Initial strategies, based on the internal parent survey results, have been proposed and are found under Governance.

Conclusion

Understanding our local and societal context has helped us to offer a learning program that meets the needs of our diverse school community. MCIS uses a variety of accountability measures to proactively respond to the learning needs and specific circumstances of all students. This includes but is not limited to the Alberta Education Assurance Survey results, internal survey results collected throughout the school year, external testing provided by both Alberta Education and other means (MAP, PISA, TIMSS, etc) and most importantly, listening to the feedback from all stakeholders in our school community.

DOMAIN 1: STUDENT GROWTH & ACHIEVEMENT



DOMAIN 1: STUDENT GROWTH & ACHIEVEMENT

Student Learning Engagement

School: 1991 Maplewood Canadian International School LLC

Province: Alberta

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

	Maplewood Canadian International School						Alberta					
	2019 - 2021 Avg		2020 - 2022 Avg		2021 - 2023 Avg		2019 - 2021 Avg		2020 - 2022 Avg		2021 - 2023 Avg	
	N	%	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	205	86.2	147	86.4	n/a	n/a	249,740	85.1	253,477	84.8
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	31,694	88.7	31,778	88.0
Student	n/a	n/a	194	75.5	130	78.5	n/a	n/a	187,102	71.3	190,066	71.1
Teacher	n/a	n/a	11	96.9	18	94.3	n/a	n/a	30,944	95.5	31,634	95.3

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Data for this category is available only from 2021 and 2022 and only student and teacher responses are available (no parent responses available).

MCIS saw an overall improvement from 2021 - 2023 of 86.2% to 86.4%, respectively.

Citizenship

School: 1991 Maplewood Canadian International School LLC

Province: Alberta

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

	Maplewood Canadian International School										Measure Evaluation		
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	323	57.6	378	70.8	242	86.5	205	83.1	89	91.1	Very High	Improved Significantly	Excellent
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student	304	55.7	341	63.4	225	76.6	194	77.4	65	86.5	Very High	Improved Significantly	Excellent
Teacher	19	59.6	37	78.1	17	96.4	11	88.9	24	95.8	Very High	Improved	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic.
3. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures in 2020/21. Caution should be used when interpreting trends over time.

Data for this category is available from 2018 - 2023 with responses limited to students and teachers (no parent responses available). MCIS “improved significantly” over the previous 4-year average, has “very high” achievement, and an “excellent” overall rating.

3-Year High School Completion Results

As indicated in the Required Alberta Education Assurance Measures, no AEAMR data is available for MCIS within this category.

5-Year High School Completion Results

As indicated in the Required Alberta Education Assurance Measures, no AEAMR data is available for MCIS within this category.

MCIS will begin to track this information internally and dating back three academic school years and include this information as a measure of success in our Education Plan.

PAT Acceptable Results

As indicated in the Required Alberta Education Assurance Measures, no AEAMR data is available for MCIS within this category.

PAT Excellence Results

As indicated in the Required Alberta Education Assurance Measures, no AEAMR data is available for MCIS within this category.

PAT Results

School results are available for 2017 - 2018, 2018 - 2019, 2021 – 2022, and 2022-2023. These results can be viewed in their totality online. A summary of the results can be found in [Appendix 3](#).

All courses for both Grade 6 and Grade 9 show results that have increased significantly during the 2021 - 2022 academic school year compared to the results from 2019 - 2019. This might be attributed to more thorough Performance Management, more targeted Professional Development based on results of Performance Management procedures, the introduction of a focus on two school-wide goals and one personal goal for TPGPs, and our membership with the Alberta Assessment Consortium.

Our goal moving forward is for at least 65% of students to reach the acceptable standard or higher for all courses in both Grades 6 and Grade 9. This will be aligned with our EP measure “Ongoing rigor in the supervision and evaluation of teachers will help school leaders to understand the overall professional development needs of staff individually and collectively”.

Diploma Acceptable Results

As indicated in the Required Alberta Education Assurance Measures, no AEAMR data is available for MCIS within this category.

Diploma Excellence Results

As indicated in the Required Alberta Education Assurance Measures, no AEAMR data is available for MCIS within this category.

Diploma Results

School results are available for 2018 - 2019 and 2022-2023. These results can be viewed in their totality [here](#). A summary of the results is found in [Appendix 3](#).

Results for English Language Arts 30-1 and Social Studies 30-1 show percentages that have improved significantly from 2018 - 2019 to 2022 - 2023.

All other results have shown a significant decline from 2018 - 2019 to 2022-2023. This might be attributed to the impact on learning for students that wrote Diplomas in the 2021 - 2022 academic school year as their instructional hours were significantly reduced over the course of two years and they spent much of that time online due to the COVID-19 pandemic.

Local Measures of Student Learning Achievement

Without the results from PATs and Diplomas over the last few academic school years, MCIS has relied on alternative external data to provide us with information on our progress. One such measure has been the Measures of Academic Progress (MAP) Test.

Measure of Academic Progress (MAP) Test

MAP testing is a computerized adaptive assessment aligned to curricular outcomes that is used to provide teachers and parents with the information needed to improve teaching and learning and make student-focused data-driven decisions. Students in Grades 3 - 11 are tested three times a year in Mathematics, Reading, Language Usage, and Science. Teachers use the data from MAP to develop targeted instructional strategies and to plan school development.

Provision for Reading:

ADEK defines students as follows:

- Below Expectations: 0 - 40th Percentile
- Meeting Minimum Expectation: 41st - 60th Percentile
- Exceeding Expectations: 51st - 100th Percentile

**MAP Results can be viewed by navigating to "[Appendix 1](#)"

Analysis of MAP Results

Results from our Fall MAP results for the previous 3 years indicate that further growth in student achievement is required. On average, for each year and each subject, approximately 34 - 54% of students are falling below expectations. While there are areas of growth, we will continue to focus on improvement through our data analysis cycles, which promote data-driven instructional decision-making. This cycle includes 3 phases in which MAP data is analyzed (Fall, Winter, Spring) and areas of relative strength and weakness are identified. Instructional plans are then adjusted to accommodate these specific areas. These accommodations include rearranging year plans and dedicating more time to areas for improvement.

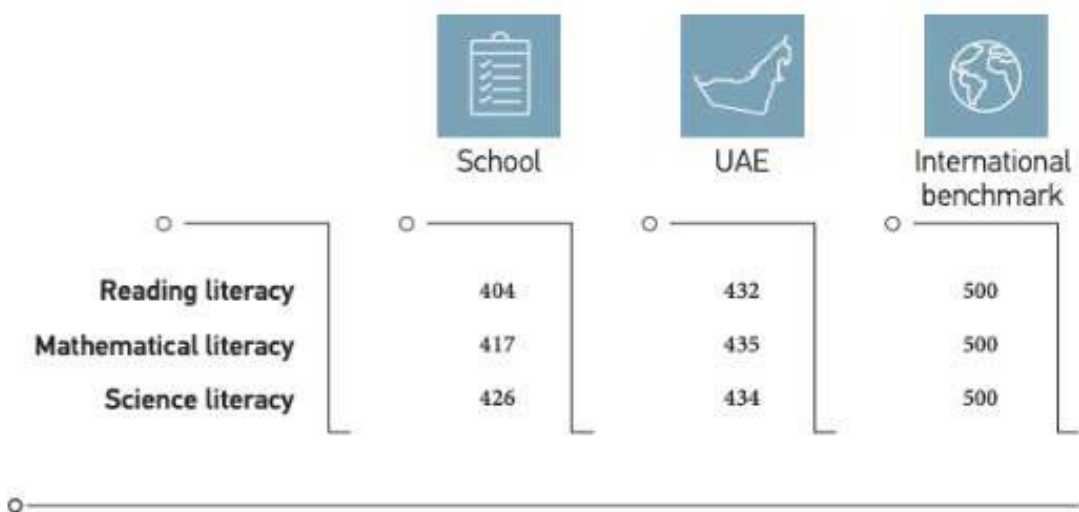
As a result of the first phase of MAP data analysis, we have set the goal for all subjects and all grade levels to have at least 75% of students achieving “meeting expectations” or above (yellow, green, and blue).

It should be noted that in the 2022 - 2023 academic school year, ADEK released a policy indicating that all students must complete MAP testing. Previously, MCIS had not tested some of our special educational needs and English Language Learner students if the circumstances did not deem testing would be beneficial (stress anxiety, unable to read the test independently, etc). However, the last round of MAP testing included all students despite their specific needs. As MCIS is a school with a relatively higher percentage of students with special educational needs (nearly 10% designated), it is reasonable that the percentage of students falling below expectations would increase.

Programme for International Student Assessment (PISA)

The Programme for International Student Assessment (PISA) is a worldwide study intended to evaluate educational systems by measuring 15-year-old school pupils' scholastic performance in mathematics, science, and reading. PISA has been conducted every 3 years since 2000. MCIS participated in this study in 2018 which assessed Reading Literacy (main domain), Mathematical Literacy, and Science Literacy. At the time of this report, data from 2022 was not yet available.

PISA2018 score comparisons



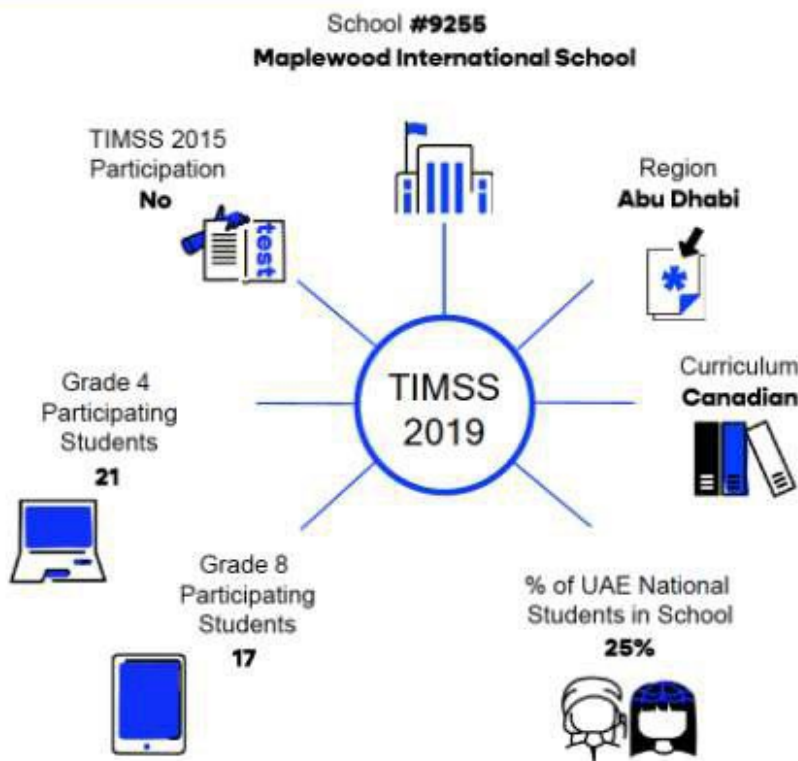
Exposure to the assessment was beneficial for our students in becoming familiar with external assessments.

Our PISA results indicate that there is considerable room for improvement. Our students are falling below both the UAE and International Benchmarks. Teachers are now using PISA assessment questions, when aligned to their curricular outcomes, at the beginning of lessons to spiral learning. This area for growth can be aligned with our existing outcome of "Ongoing rigor in the supervision and evaluation of teachers will help school leaders to understand the overall professional development needs of staff individually and collectively."

Trends in International Mathematics and Science Study (TIMSS)

TIMSS is developed by the International Association for the Evaluation of Educational Achievement. Conducted every four years since 1995, TIMSS measures student achievement in Mathematics and Science in Grades 4 and 8. MCIS participated in the TIMSS assessment in 2019 and participated in the 2023 assessment as well. Data results are set to be released in December 2024

YOUR SCHOOL PROFILE



Grade 4 Mean Scores		
Cohort	Mathematics	Science
Your School	488	479
Abu Dhabi Private Schools	477	466
All UAE Schools	481	473

Grade 8 Mean Scores		
Cohort	Mathematics	Science
Your School	505	520
Abu Dhabi Private Schools	484	491
All UAE Schools	473	473

Our most recent TIMSS results indicate that our students in both Grades 4 and 8 mean scores are above all the mean scores for all UAE schools in both Mathematics and Science.

Our school goal is now to meet International benchmarks (Low 400, Intermediate 475, High 550, and Advanced 625)

Performance Management (as per EP)

Ongoing rigor in the supervision and evaluation of teachers will help school leadership to understand the overall professional development needs of staff individually and collectively. Currently all eligible staff members have obtained their Alberta Education Certification except for one individual who has submitted all of the necessary documentation. More thorough vetting of staff members during the application process has contributed to the effectiveness of this strategy.

We will continue to use the formalized recruitment policies to ensure that we are hiring staff that will obtain their Alberta Education Certification. The HR Manager will continue to support new staff in this process to ensure its efficacy.

External Assessment Data - Baselines (as per EP)

A qualitative and quantitative baseline of the student cohort will be established resulting in a solid, data-supported understanding of the current reality and permitting the school to establish quantifiable growth targets.

Assessment Data is being collected in the following areas:

- MAP data for students in Grades 3 - 11 for Mathematics, Reading, Language Usage, & Science
- K - 4 Literacy/Numeracy Assessments
- Grade 3 SLAs
- Grade 6 & 9 PATs
- PISA & TIMSS as required
- IPT ELL assessment data

This data is being formally tracked to show growth over time. It is also analyzed by the School Achievement Team (data team) and the results are distributed to staff and stakeholders in a manner that helps them understand the results.

We will continue to collect, analyze, and take responsive action to the external data that we receive. Testing is ongoing throughout the school year. Responsive action will be taken upon analyzing assessment results during each testing period.

Changes to the existing EP should include that during each testing period, senior and middle leaders should review their respective improvement plans and make necessary changes based on the data collected. Further, for those subject areas and grade levels that do not have access to external testing, internal baseline assessments will be created and implemented in January 2023 (pilot the assessments and analyze results for validity, etc). Changes will be made to the assessments as needed and implemented in their totality in August 2023 as the new school year commences.

Conclusion

Maplewood Canadian International school recognizes that the COVID-19 pandemic significantly impacted student growth and achievement due to a number of factors. These include, but are not limited to, reduced instructional hours, extensive periods of online learning, and isolation from peers causing social and emotional challenges for students. Additionally, our student population is transient with students coming and going across all grade levels. At times, the influx of new students who are not familiar with the school or the curriculum, face some initial challenges in adjusting. This impacts our overall achievement levels. The school has steadily recovered since the pandemic, and with a new Senior Leadership Team in place to start the 2023-2024 school year, the future is hopeful that enrolments and student achievement will rise simultaneously.

DOMAIN 2: TEACHING & LEADING



DOMAIN 2: TEACHING & LEADING

Education Quality

School: 1991 Maplewood Canadian International School LLC

Province: Alberta

Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	Maplewood Canadian International School										Measure Evaluation		
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	325	76.4	378	83.5	241	91.4	205	91.9	89	95.4	Very High	Improved Significantly	Excellent
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student	306	76.6	341	82.3	224	86.6	194	86.8	65	92.8	Very High	Improved	Excellent
Teacher	19	76.1	37	84.6	17	96.1	11	97.0	24	97.9	Very High	Improved	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Data for this category is available from 2018 – 2023. MCIS “improved significantly” over the previous 3-year average, has “very high” achievement, and an “excellent” overall achievement.

**Overall measure of each respondent group can be found in [Appendix 2](#)

Local Measures/Data

As per our 2022 Irtiqaa Inspection, both teaching and leadership received positive performance measures:

PS3: Teaching and assessment

Indicators	Phase 1 (FS/KG)	Phase 2 (P/E/C1)	Phase 3 (S/M/C2)	Phase 4 (P-16/HS/C3)
3.1 Teaching	Good *	Good *	Acceptable *	Good *
3.2 Assessment	Good *	Good *	Acceptable *	Good

PS6: Leadership and management

Indicators	All Phases
6.1 Effectiveness of leadership	Good
6.2 Self evaluation & improvement	Good
6.3 Partnerships with parents	Good
6.4 Governance	Good
6.5 Management	Good
Overall Judgement	Good
<i>*Phase 1 - Kindergarten</i>	
<i>*Phase 2 - Grades 1 - 5</i>	
<i>*Phase 3 - Grades 6 - 9</i>	
<i>*Phase 4 - Grades 10 - 12</i>	

Further to these positive results, the below item was included in one of the five overall strengths of the school:

Leaders demonstrate that they have a vision and drive improvement across different aspects of the school which is evident in students' improved achievement, learning skills and behaviour, teaching and learning as well as care and support. Leaders are aware of their strengths as well as areas to improve as seen in the internal school report where they indicate the need to improve assessment practices. They have taken steps to begin to remove barriers to learning, for example, by introducing technology to assist students' access to resources in school as well as during the period of online learning.

Professional Development Focus

MCIS has been committed to improving the quality of education delivered by educators over the last few years. To support this improvement, a membership for the Alberta Assessment Consortium (AAC) was purchased for staff members to utilize the professional development resources available. The last academic school year also included an increase in the professional development fund.

Performance Management (associated with EP)

Performance management policies and procedures were solidified in the last academic year to ensure all members of our school community are performing to the Teaching Quality Standards (TQS) and/or

Leadership Quality Standards (LQS) developed by Alberta Education. This also saw an addition of more accountability from staff, as well as dedicated professional development time to focus on Professional Growth Plans (PGP). School-wide goals were created to target areas of need and include:

- To improve my ability to support students in the ability to apply learning to carry out complex cognitive tasks, such as applying knowledge to problems never before encountered and drawing inferences from facts already known.
- To develop my teaching practice to consistently provide students with the ability to think critically. Critical thinking will be taught and used throughout the general education curriculum in order to develop student's awareness of their own thinking and problem-solving procedures. To integrate new skills into their customary ways of thinking, students must be actively engaged in practicing thinking skills and applying them to open-ended problems.
- Personal Goal as chosen by staff member

Staff members developed their *Teacher Professional Growth Plans (TPGPs)* with their Head Teachers at the beginning of the academic school year and meet monthly to discuss and track their progress. One week each month is dedicated to allowing teachers to focus on their personal goals.

MCIS also looks to increase leadership capacity and resiliency through the appointment of middle leadership roles. Performance Management for Middle Leadership includes an evaluation form on their Middle Leadership abilities and anecdotal data is gathered on an ongoing basis to assess the success and effectiveness of the middle leadership roles in achieving necessary outcomes.

A Middle Leadership performance appraisal form was created and implemented by October 2022. Staff holding Middle Leadership positions received an initial performance evaluation in October/November 2022. Goals have been set with staff to ensure continuous improvement.

Further development in this area will include a policy being created and shared with staff regarding the performance appraisal of staff with middle leadership positions. This will support the Senior Leadership Team in their accountability to provide feedback and meet with Middle Leadership on a continuous basis.

Recruitment Agency - TeachAway Partnership

MCIS knows that the success of a school is comprised of the individuals in it. We know that in order to deliver high-quality education, we must have highly qualified staff. To support the school in hiring highly qualified staff, we have partnered with TeachAway to support our recruitment efforts. We chose this company due to the high number of Canadian applicants in their database. We have access to this database throughout the year and are also able to post job openings. This partnership has undoubtedly improved our ability to secure the staff that we want to support our school improvement efforts.

SEN Network

MCIS is proud of our inclusive learning environment. We have a high number of special educational needs students and to ensure that we are focusing on supporting their needs, we need to be intentional about evaluating our efforts. Further, our teachers require support in meeting the diverse needs of their students.

Our Education Plan needs to include a focus on supporting our SEN students. We have taken steps to find support for this goal by joining an SEN Network of educators from Abu Dhabi and Al Ain. Currently, we converse through a WhatsApp group. The members ask questions of one another, seek and provide support, and share resources. Our newly Appointed Vice-Principal who is head of our SEN Department has been diligently working to update all of our forms, policies and procedures, networking with local professionals, and gathering the necessary psycho-educational assessments.

Alberta Certified Teachers (associated with EP)

The school has a goal of 100% compliance of teachers holding Alberta Education Teacher Certifications. As of 24 November 2022, two staff are waiting for their final approval. This measure will continue throughout the school year in the case of unforeseen staffing changes.

Conclusion

At MCIS, we are incredibly proud of the efforts made by our entire school community to try and address the learning gaps that have been caused by the COVID-19 pandemic. Throughout the pandemic, our staff worked hard to:

- keep students engaged in their learning and interested in school
- encourage students to support one another in their social and emotional wellbeing
- continue providing high-quality education

While it was a challenging environment, our results show that our teachers, parents, and students are, overall, pleased with our efforts.

DOMAIN 3: LEARNING SUPPORTS



DOMAIN 3: LEARNING SUPPORTS

Welcoming, Caring, Respectful & Safe Learning Environments (WCRSLE)

	Maplewood Canadian International School					
	2019 - 2021 Avg		2020 - 2022 Avg		2021 - 2023 Avg	
	N	%	N	%	N	%
Overall	n/a	n/a	205	87.0	147	89.8
Parent	n/a	n/a	n/a	n/a	n/a	n/a
Student	n/a	n/a	194	79.2	130	83.4
Teacher	n/a	n/a	11	94.8	18	96.2

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Data for this category is available from 2021 and 2022. MCIS saw an increase from 87% in 2021 to 89.8% in 2023.

**Overall measure of each respondent group can be found in [Appendix 2](#)

Local Measures/Data

As per our 2022 Irtiqaa Inspection, the category of “protection, care, guidance, and support of students” received our most positive performance measures:

PS5: Protection, care, guidance and support of students				
Indicators	Phase 1 (FS/KG)	Phase 2 (P/E/C1)	Phase 3 (S/M/C2)	Phase 4 (P-16/HS/C3)
5.1 Health & safety	Very Good *	Very Good *	Very Good	Very Good
5.2 Care & support	Very Good *	Very Good *	Very Good *	Very Good

Further, the inspection team noted the below regarding two of the five strengths of the school as indicated in the report:

Students behave well in all phases and their learning skills, personal and social skills particularly in the KG, the primary phase and the high phase have also improved to Good from Acceptable in the previous inspection report. Students now attend school regularly, are on time and are engaged in their learning. They take increasing responsibility for their own learning and interact well with their teachers and their peers. They make links in their learning and life in the UAE and are adept at using technology to support and record their learning.

The school provides a safe, caring and inclusive environment where all students are valued. At-risk students are identified and have sessions in school to support their well-being as well as to improve their academic achievement. Students with SEN as well as those new to the English language are welcomed and supported with individual education plans where necessary.

Access to Supports & Services

	Maplewood Canadian International School										Measure Evaluation		
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	n/a	n/a	n/a	n/a	242	83.9	205	82.4	88	84.5	n/a	Maintained	n/a
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student	n/a	n/a	n/a	n/a	225	72.5	194	74.0	64	80.1	n/a	Maintained	n/a
Teacher	n/a	n/a	n/a	n/a	17	95.3	11	90.9	24	88.9	n/a	Maintained	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. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

MCIS an increase from 82.4 in 2022 to 84.5% in 2022.

**Overall measure of each respondent group can be found in [Appendix 2](#)

Cultural Committee

MCIS is dedicated to ensuring that all members of our school community feel welcomed, cared for, respected, and safe at school. As a multicultural school community, we recognize and honour all individuals from all areas of the world. We keep this goal in the forefront through the work of our Cultural Committee who work together to ensure that we are providing an education that focuses on equality for

- First Nations/Metis/Inuit (FNMI) populations
- My Identity (deepen the national identity of Emirati students, and foster appreciation, value and respect of UAE identity among expatriate student)

The Cultural Committee meets monthly to support our school community in honouring cultural events and celebrations, recognizing various holidays, finding resources that support the above-mentioned populations, and ensuring that MCIS is an inclusive learning environment. This year, we have celebrated UAE Flag Day, UAE National Day, Canadian Remembrance Day, and more. The Cultural Committee also prepared learning materials for all Advisory (Homeroom) classes on the National Day for Truth & Reconciliation (Orange Shirt Day). Our school community wore orange shirts to school, and learned about the devastating impact of residential schools on the First Nations communities for over a century.

The Cultural Committee also promotes its goals through professional development for teachers. They support teachers in finding ways to incorporate FNMI and My Identity values in their daily lessons in their specific grade levels and subject areas. They have also built a resource base of activities that align with FNMI and My Identity values so that staff can share best practices with one another.

The Cultural Committee also works with the committee that reviews school resources to ensure that they are culturally appropriate. This allows the Cultural Committee to make recommendations of resources that might better align with the FNMI and My Identity values, while also vetting resources that do not align with these values.

To further promote both FNMI and My Identity values, we have added a component to the MCIS Formal Lesson Plan Template that asks teachers to explicitly state how they will promote these values in the lesson. This has forced our teachers to be intentional about honouring FNMI and My Identity values.

School Behaviour Team (associated with EP)

The School Behaviour Team also works diligently to support students in any area that they may be struggling in, including

- Academic challenges
- Behavioural challenges
- Social and emotional well-being

The School Behaviour Team meets weekly, and as required throughout the week, to ensure that all students are receiving the support and interventions that they require. The School Behaviour Team also analyzes both internal and external data to determine areas for improvement and then creates and provides professional development for teachers based on these areas of need.

In the 2019 - 2020 academic school year, we introduced an Academic Advisor to support our students in Grades 10 - 12 with course selection, university inquiries and applications, and other academic questions.

PowerSchool

In the 2021 - 2022 academic school year, we implemented PowerSchool to support our parent communication efforts, improve our ability to report on specific learning outcomes and student achievement in real-time, and more closely monitor our at-risk students through the early intervention system.

Professional Development

During the 2022-2023 academic school year MCIS facilitated weekly (over 25 hours) professional development activities for staff, resulting in improved opportunities for students. These included leading professional learning opportunities focused on student academic achievement and progress, behavioural success, social and emotional well-being, and supporting students with individual educational needs and plans through both accommodations and modifications. The current Senior Leadership Team is determined to increase the volume of PD throughout the 2023-2024 year.

ELL Support

At MCIS, we recognize that we have a remarkably high population of English Language Learners with nearly 93% of our student population self-identifying as ELLs. As such, we have taken the below measures to address this:

1. We hired an ELL Coordinator for this academic school year. This was a new addition to the staff and this individual does not have a teaching load, meaning that she is a full-time interventionist and teacher support in the area of ELL.
2. We purchased a subscription for RAZ Kids ELL to support our ELL both at home and school.
3. We have also paid for a membership with The OnlineIPT (Individual Proficiency Test) from Ballard & Tighe, which is an online language proficiency assessment that measures the language proficiency of pre-kindergarten through twelfth-grade students in English. These tests are designed for the purposes of initial identification, program placement, progress monitoring, and redesignation in school. The English tests are aimed at students who speak English as a second language (ELL). The results from these tests provide a skill-specific proficiency level and student designation of non, limited, or fluent/competent in English.

When the Oral, Reading, and Writing tests are taken together, the results are combined to give an overall language proficiency level. This helps teachers guide instruction in the classroom. The tests can also be given at the beginning of the year and at the end of the year to show how much language progress a student has made in the year.

We firmly believe that these additions will be highly impactful for our student's success not only in their English Language Arts classes but in all of their subjects.

Performance Management (as per EP)

All staff employed as teachers and teacher leaders will be duly certified by Alberta Education. The first round of formal observations will help the senior leadership team to determine if teachers are adhering to the TQS and what further professional development is required to better meet these standards. All staff will undergo a formal observation in the first month of the school year in regard to teaching and learning. Follow-up observations will happen within at least two weeks of the first observation to ensure that the Alberta Education standards are being met and that high-quality education is being offered in all classes. For those teachers that require, Teacher Improvement Plans will be created by October.

As of 25 November 2023, Performance Management is nearing completion of the first round. Formal Observation notes have been provided to teachers and feedback conferences have occurred. The senior leadership team has reviewed the observation forms to identify areas for improvement and has planned professional development around these target areas. We have already had professional development on formative assessment, feedback, success criteria, and self-assessment. Teacher Improvement Plans have been developed as necessary and have begun implementation.

It was decided that after the first round of formal observations, staff would be required to complete a peer observation. In some cases, senior leadership made suggestions as to the colleague that the staff should observe and in other cases, the staff chose themselves. Staff then completed a reflection document to discuss in their Division meetings. This proved to be highly effective in terms of sharing best practices.

External Assessments

The School Achievement Team will compare the external assessment results from 2021 - 2022 with the results from 2022 - 2023, while also using qualitative data, to identify the best way to move forward with the efforts of the ELL Coordinator for the following academic school year. The School Achievement Team will organize the data so that it is easy to understand for both parents and teachers and disseminate the data as applicable.

The School Achievement Team has analyzed the results from the first round of MAP testing and this information has been shared with both parents and teachers. Areas of concern were identified and strategies have been put in place to address these areas.

Conclusion

At MCIS, we are most proud of our commitment to supporting our entire school community with their specific needs. We have experienced great success through our School Behaviour Team's policies and procedures in ensuring that all students receive the support they require to succeed both in and out of school. MCIS is committed to promoting continual growth and development for our staff. This is reflected through our Performance Management procedures, in connection with the Professional Development that we provide our staff. We believe in data-driven instruction and data-driven decision-making and collect data from a variety of external and internal sources. More than collecting data, we have strategies in place to ensure that all stakeholders analyze this data and that specific steps are taken to ensure that we are taking responsive action.

DOMAIN 4: GOVERNANCE



DOMAIN 4: GOVERNANCE

Parental Involvement

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

	Maplewood Canadian International School										Measure Evaluation		
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	19	64.2	37	76.0	17	94.0	11	81.8	24	77.5	Intermediate	Maintained	Acceptable
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Teacher	19	64.2	37	76.0	17	94.0	11	81.8	24	77.5	Very Low	Maintained	Concern

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Data for this category is available from 2018 - 2023. MCIS “maintained” over the previous 4-year average, has “Intermediate” achievement, and an “acceptable” overall achievement.

Parent Council

Our Parent Council has been growing over the last academic school year. This year, we are seeing more parents volunteering their time to attend monthly meetings and volunteer at the school compared to previous years. Parents are sharing their feedback, and the school is acting on it. It is the school’s desire and goal to increase the current levels of Parental involvement; especially, when it comes to their child’s education.

Parent Involvement Strategies

We are also providing alternative opportunities for parents to engage with our school community that include but are not limited to

- Quarterly “Open House Days” where we ask parents what they want to learn more about and then provide this information
- A weekly newsletter highlighting upcoming events, important information, and academic and athletic achievements.
- PowerSchool Parent Portal add-ons that allow parents to communicate with the school more efficiently and receive information and notification through one portal, in addition to completing forms and signatures through the portal
- Events will now include parents as volunteers and participants, including our upcoming National Day Celebration

- Future events to include:
 - Movie Night at the School
 - Parent/Student Football Match
 - International Day
 - Bring Your Parent to School Day
 - Creation of a School Community Garden with the support of parent volunteers

Operational Team Plans (as per EP)

All department heads will successfully complete a comprehensive operational plan. Departments includes

- Human Resources
- Information Technology
- Business Management
- Student Registration & Community Relationship Management
- Business Development
- Marketing & Communications

As of 24 November 2023, all departments created and submitted their 2023-2024 operational plans with the required components. The Human Resources Manager will now work on creating a standard and comprehensive template to provide more unity between the departments so that review and implementation are successful and similar throughout all of the departments.

Performance Management

See Domain 3: Teaching and Leading

School Behaviour Team

The *School Behaviour Team* will continue using their policies and procedures for tracking at-risk students.

Weekly meetings are occurring as planned and the policies and procedures are being followed. These policies and procedures have proven to be highly effective since they were implemented and we continue to find them effective and beneficial for students.

We are building relationships with external support services within our community to better support our most vulnerable students. Currently, this can be a challenging feat for families, both culturally and financially, and we are working to streamline this process with partnerships. We are currently working with three external service companies and hope to have specialists coming to our school before the end of this school year.

Summary of Financial Results

Much like many other schools around the globe, MCIS was significantly impacted by the COVID-19 pandemic. As a result, we had to reduce expenditures in the 2021 - 2022 and 2022 - 2023 academic school years. In our efforts to preserve the integrity of the Alberta Education programming, these reductions have been restricted to operational aspects of the budget. Operational components that could be deferred to the 2023 - 2024 academic school year have been noted and reserved for a time when the school is in a more positive financial standing.

The 2023-2024 academic school year budget was built from our results from the previous AEAM results, our off-site monitoring reports, and our official ADEK inspection report from February of 2022. Our strategic direction was determined through analysis of these items, in cooperation with our Board of Trustees. These additions include but are not limited to:

- Hiring an ELL Coordinator
- Appointing additional Middle Leadership roles
- ELL external testing
- Partnership with a recruitment agency (TeachAway)

Most certainly, the COVID-19 pandemic has impacted our school enrollments with many families needing to return to their home countries. Additionally, there was an increase in homeschooling and online education opportunities for students which also impacted our student numbers.

Further complicating the COVID-19 ramifications on the school was caused due to social distancing policies set out by ADEK which allowed fewer students in the classroom with one teacher. This made it difficult to optimize staffing. Additionally, there were costs associated with sanitization, temperature measurements, disinfection, etc. Student transportation was also impacted as buses were at significantly reduced capacity, creating a need for more buses to transport students.

As we experience a return to normalcy, we look forward to building our student numbers.

Stakeholder Engagement

At MCIS, we believe that it is important to maintain processes and strategies that assure all stakeholders are engaged in decision-making.

Stakeholders at MCIS include our staff, parents, and the Board of Trustees. Information is shared with each of these stakeholders through the following:

- Staff receive information and provide feedback on these processes and strategies through monthly Staff Meetings
- Parents receive information and provide feedback on these processes and strategies through collaborative monthly Parent Council meetings, which are open to all parents at the school
- The Board of Trustees receive information and provide feedback on these processes and strategies through collaborative monthly Board of Trustees meetings

Upon the submission of the 2023-2024 AERR, meetings will be held with the abovementioned stakeholders to review the report and receive recommendations regarding its ongoing successful implementation.

Accountability/Assurance System

MCIS follows Alberta's system for schools to assess progress and demonstrate success through the Assurance Framework consistently. We share our results with their stakeholders through our Annual Education Results Report (AERR) and engage with them to set priorities and build our Education Plan. This occurs through monthly meetings with all stakeholders to review progress and receive feedback on any additions or adjustments that should be made. These meetings involve stakeholders reviewing raw data, brainstorming strategies for implementation, developing plans collaboratively, and communicating progress and results.

A key component of this assurance resides in gathering ongoing data from various sources. This includes external measures such as the Alberta Education Assurance Measures Surveys completed by parents, students, and teachers. The school uses external assessment data from Alberta Achievement tests, MAP, PISA, TIMSS, etc, and external data from paid subscriptions at the school (RAZ Kids, Mathletics, etc). We also rely on internal surveys shared with stakeholders throughout the academic school year to ensure that we are meeting the needs of our school community.

Whistleblower Protection

MCIS reported no disclosures under the Public Interest Disclosure (Whistleblower Protection) Act in the 2021 - 2022 school year.

Conclusion

Undoubtedly, the COVID-19 pandemic has caused financial strain for our school. However, we have remained committed to preserving the integrity of the Alberta Education curriculum and trust that by doing so, we will recover from this financial strain in the years to follow our return to normalcy. The needs and challenges today's learners face vastly differ from what we encountered as children. The digital age has enabled today's students to gain access to information at an unprecedented rate; consequently, the ability to filter fact from fiction has never been more important than it is today. Wisdom and knowledge provide stability in our lives, and we are thrilled at the opportunity to further develop our students' skill set in this regard. As a school, we are dedicated to developing our students into responsible, highly competent citizens and leaders, promoting a global outlook that respects the UAE's rich cultural heritage alongside the world's cultures. At MCIS, we understand that we are only as successful as our stakeholders believe that we are. As such, we are committed to engaging stakeholders in data analysis, decision-making, and implementation of all policies and procedures.

Supplemental Data



Supplemental Alberta Education Assurances Measures - Overall Summary

Measure	Maplewood Canadian International 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
Diploma Exam Participation Rate (4+ Exams)	n/a	n/a	n/a	3.5	n/a	56.6	n/a	n/a	n/a
Drop Out Rate	n/a	n/a	n/a	2.5	2.3	2.5	n/a	n/a	n/a
In-Service Jurisdiction Needs	81.4	81.3	81.0	82.2	83.7	84.3	Low	Maintained	Issue
Lifelong Learning	86.7	90.5	83.8	80.4	81.0	76.8	Very High	Maintained	Excellent
Program of Studies	59.6	67.3	68.4	82.9	82.9	82.6	Very Low	Declined	Concern
Program of Studies - At Risk Students	85.8	83.9	79.6	81.2	81.9	83.4	Intermediate	Improved	Good
Rutherford Scholarship Eligibility Rate	n/a	n/a	n/a	71.9	70.2	68.3	n/a	n/a	n/a
Safe and Caring	93.1	89.3	83.2	87.5	88.8	89.1	Very High	Improved Significantly	Excellent
Satisfaction with Program Access	83.1	78.8	78.3	72.9	72.6	73.9	Very High	Maintained	Excellent
School Improvement	80.3	84.1	77.5	75.2	74.2	77.9	High	Maintained	Good
Transition Rate (6 yr)	n/a	n/a	n/a	59.7	60.3	60.2	n/a	n/a	n/a
Work Preparation	95.8	100.0	94.6	83.1	84.9	84.5	Very High	Maintained	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2016 and 2019, as well as by the COVID-19 pandemic in 2020 and 2021. Caution should be used when interpreting trends over time.

In-Service Jurisdiction Needs

81% of teachers report that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.

- This is considered an “issue”
- After discussions with teachers, it was determined that more teachers would agree to this statement if they were provided with external professional development opportunities rather than solely internal. Recent developments have seen staff receive such PD opportunities from Alberta so this is seen as a very positive step forward.

Lifelong Learning

86.7% of teachers are satisfied that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning, which signifies “improvement”, an achievement that is “very high” and an overall rating of “excellent”

School Improvement

80.3% of teachers and students indicated that their school and schools in their jurisdiction have improved or stayed the same the last three years. This signifies a “high” achievement”, we have maintained our improvement, but we slipped to an overall rating of “Good.”

Work Preparation

95.8% of teachers agree that students are taught attitudes and behaviours that will make them successful at work when they finish school. This signifies a “very high” achievement, “improved significantly” and an overall evaluation of “excellent”.

Stakeholder Engagement

COVID-19 significantly impacted the opportunities for face-to-face engagement during the 2020 - 2022 school years. MCIS focused our efforts on providing students a high-quality education as possible in an extremely disruptive year that saw multiple episodes of prolonged distance learning.

Engagement opportunities for stakeholders were limited and took place through surveys or online formats. However, the option for online meetings did allow for an increase in parent participants in Parent Council Meetings, as well as more consistent meetings with the Board of Trustees due to limited travel requirements. MCIS continues to identify new ways to engage our stakeholders and increase participation in our engagement opportunities.

MCIS is looking to replace the previous Marketer who helped us in promoting our school community and engage our school stakeholders. This was successfully done through our social media pages (Facebook, Instagram, TikTok) and through the school's website. This has been an excellent way to include our stakeholders in not only the bigger events at the school but in the day-to-day occurrences that take place at MCIS.

APPENDICES



APPENDIX 1: 2023 Fall MAP Results

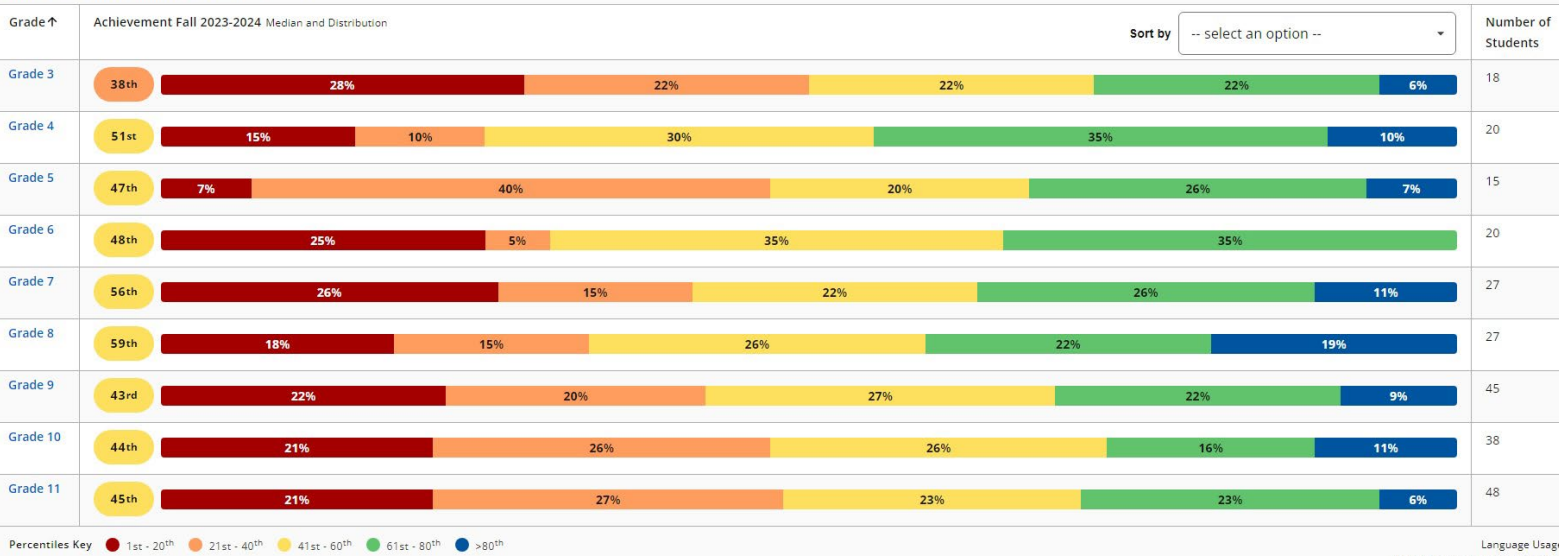
Provision for Reading:

ADEK defines students as follows:

- Below Expectations: 0 - 40th Percentile
- Meeting Minimum Expectation: 41st - 60th Percentile
- Exceeding Expectations: 51st - 100th Percentile

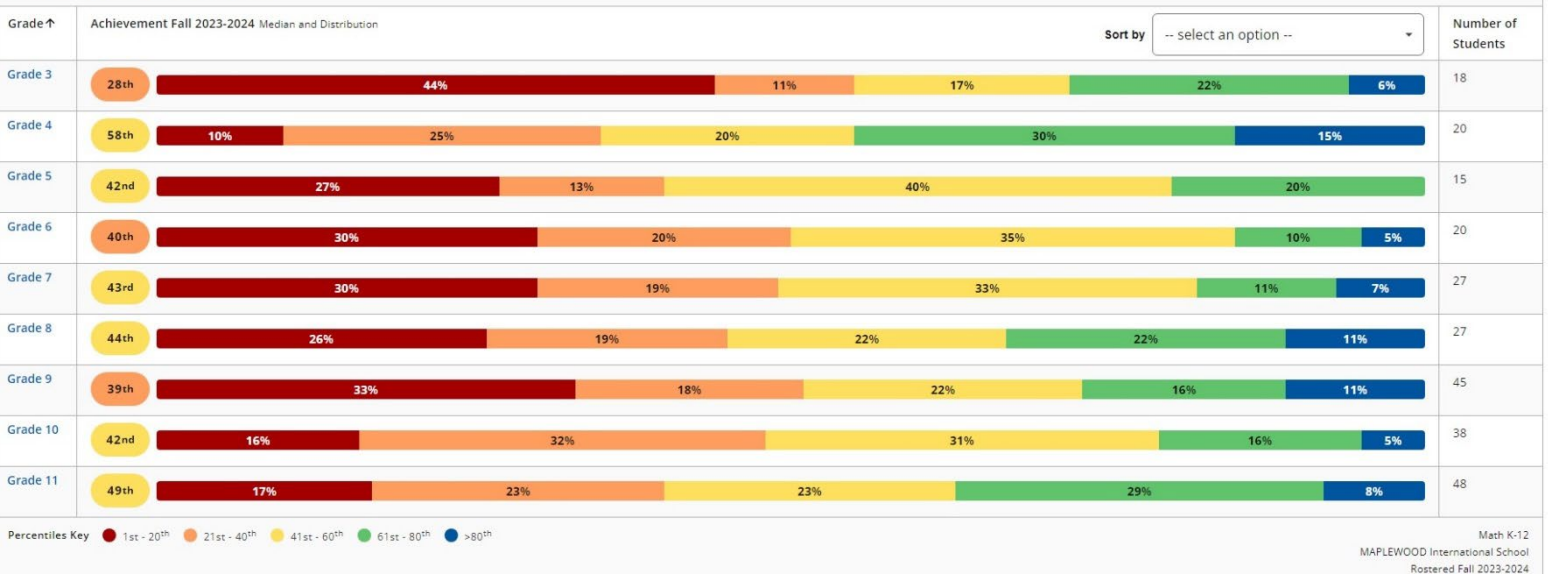
Achievement by Grade

MAPLEWOOD International School | Language Usage



Achievement by Grade

MAPLEWOOD International School | Math K-12



Achievement by Grade

MAPLEWOOD International School | Reading

Grade ↑	Achievement Fall 2023-2024 Median and Distribution	Sort by	Number of Students
Grade 3	35th 33% 28% 28% 5% 6%	-- select an option --	18
Grade 4	52nd 15% 25% 20% 35% 5%		20
Grade 5	42nd 13% 20% 33% 20% 14%		15
Grade 6	40th 30% 25% 15% 30%		20
Grade 7	40th 37% 15% 22% 22% 4%		27
Grade 8	45th 22% 22% 26% 22% 8%		27
Grade 9	44th 29% 20% 33% 7% 11%		45
Grade 10	55th 21% 18% 24% 29% 8%		38
Grade 11	41st 31% 19% 21% 21% 8%		48

Percentiles Key ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th

Reading
MAPLEWOOD International School
Rostered Fall 2023-2024

Achievement by Grade

MAPLEWOOD International School | Science K-12

Grade ↑	Achievement Fall 2023-2024 Median and Distribution	Sort by	Number of Students
Grade 3	33rd 28% 28% 17% 16% 11%	-- select an option --	18
Grade 4	58th 25% 15% 15% 25% 20%		20
Grade 5	49th 20% 20% 20% 33% 7%		15
Grade 6	39th 35% 15% 20% 25% 5%		20
Grade 7	42nd 33% 15% 30% 15% 7%		27
Grade 8	60th 15% 22% 15% 30% 18%		27
Grade 9	46th 18% 31% 27% 13% 11%		45
Grade 10	51st 16% 18% 42% 16% 8%		38

Percentiles Key ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th

Science K-12
MAPLEWOOD International School
Rostered Fall 2023-2024

APPENDIX 2: Overall Measure of Each Respondent Group

Domain 1: Student Growth & Achievement - Student Learning Engagement

Parents

No Data

STUDENTS

	Maplewood Canadian International School									
	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%
Student - All	n/a	n/a	n/a	n/a	225	76.5	194	75.5	65	81.5
Student - Grade 4-6	n/a	n/a	n/a	n/a	86	79.7	51	79.4	22	90.9
Student - Grade 7-9	n/a	n/a	n/a	n/a	67	72.2	71	78.4	15	70.8
Student - Grade 10-12	n/a	n/a	n/a	n/a	72	77.7	72	68.6	28	82.7

TEACHERS

	Maplewood Canadian International School									
	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%
Teacher - All	n/a	n/a	n/a	n/a	17	94.1	11	96.9	24	91.7
Teacher - Grade 4	n/a	n/a	n/a	n/a	4	*	2	*	4	*
Teacher - Grade 7	n/a	n/a	n/a	n/a	6	*	5	*	8	*
Teacher - Grade 10	n/a	n/a	n/a	n/a	7	*	5	*	11	*

Notes:

Data values have been suppressed where the number of respondents/students is fewer than 6.

1. Suppression is marked with an asterisk (*).

2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Domain 1: Student Growth & Achievement - Citizenship

Parents
No Data

Students

	Maplewood Canadian International School									
	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%
Student - All	304	55.7	341	63.4	225	76.6	194	77.4	65	86.5
Student - Grade 4-6	107	63.1	118	66.0	86	77.2	51	82.4	22	89.8
Student - Grade 7-9	114	45.0	105	55.4	67	73.0	71	72.3	15	89.3
Student - Grade 10-12	83	58.9	118	68.7	72	79.5	72	77.5	28	80.3

Teachers

	Maplewood Canadian International School									
	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%
Teacher - All	19	59.6	37	78.1	17	96.4	11	88.9	24	95.8
Teacher - Grade 4	4	*	4	*	4	*	2	*	4	*
Teacher - Grade 7	6	*	5	*	6	*	5	*	8	*
Teacher - Grade 10	5	*	15	*	7	*	5	*	11	*

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic.
3. The Citizenship measure was adjusted to reflect the introduction of the new AEA survey measures in 2020/21. Caution should be used when interpreting trends over time.

Domain 2: Teaching & Leading - Education Quality

Parents
No Data

In the past, MCIS has issued an internal and anonymous survey to parents using the Alberta Education Assurance Survey questions. Results are shared below:

96% parents agreed that they are satisfied with the quality of education their child is receiving at school.

96% parents agreed that they are satisfied with the quality of teaching their child is receiving at school.

A survey for the 2023-2024 school year is planned for April 2024.

Students

	Maplewood Canadian International School									
	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%
Student - All	306	76.6	341	82.3	224	86.6	194	86.8	65	92.8
Student - Grade 4-6	107	87.3	118	93.6	85	96.4	51	98.0	22	100.0
Student - Grade 7-9	115	69.8	105	71.4	67	80.5	71	81.7	15	88.8
Student - Grade 10-12	84	72.7	118	82.0	72	83.0	72	80.6	28	89.8

Teachers

	Maplewood Canadian International School									
	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%
Teacher - All	19	76.1	37	84.6	17	96.1	11	97.0	24	97.9
Teacher - Grade 4	4	*	4	*	4	*	2	*	4	*
Teacher - Grade 7	6	*	5	*	6	*	5	*	8	*
Teacher - Grade 10	5	*	15	*	7	*	5	*	11	*

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

Domain 3: Learning Supports - Welcoming, Caring, Respectful, & Safe Learning Environments Parents

	Maplewood Canadian International School										Measure Evaluation		
	2019		2020		2021		2022		2023		Achievement	Improvement	Overall
	N	%	N	%	N	%	N	%	N	%			
Overall	n/a	n/a	n/a	n/a	242	88.9	205	87.0	89	92.6	n/a	Improved	n/a
Parent	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student	n/a	n/a	n/a	n/a	225	77.7	194	79.2	65	87.6	n/a	Improved	n/a
Teacher	n/a	n/a	n/a	n/a	17	100.0	11	94.8	24	97.6	n/a	Maintained	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. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time

Domain 3: Learning Supports - Access to Supports & Services

Parents
No Data

In the past, MCIS has issued an internal and anonymous survey to parents using the Alberta Education Assurance Survey questions. A new survey for the 2023-2024 school year will be completed in May 2024.

2022-2023 results are shared below:

- 95% of parents are satisfied that their child/children can access school library services in a timely manner at school
- 92% of parents are satisfied that students can access Career Counselling or Academic Advising in a timely manner at school
- 84% parents agreed that MCIS students respect each other
- 100% of parents agreed that their child is safe at school

	Maplewood Canadian International School									
	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%
Student - All	n/a	n/a	n/a	n/a	225	72.5	194	74.0	64	80.1
Student - Grade 4-6	n/a	n/a	n/a	n/a	86	76.0	51	82.2	22	86.2
Student - Grade 7-9	n/a	n/a	n/a	n/a	67	72.7	71	71.8	14	80.0
Student - Grade 10-12	n/a	n/a	n/a	n/a	72	68.9	72	67.8	28	74.1

	Maplewood Canadian International School									
	2019		2020		2021		2022		2023	
	N	%	N	%	N	%	N	%	N	%
Teacher - All	n/a	n/a	n/a	n/a	17	95.3	11	90.9	24	88.9
Teacher - Grade 4	n/a	n/a	n/a	n/a	4	*	2	*	4	*
Teacher - Grade 7	n/a	n/a	n/a	n/a	6	*	5	*	8	*
Teacher - Grade 10	n/a	n/a	n/a	n/a	7	*	5	*	11	*

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. The AEA survey was introduced as a pilot in 2020/21, when participation was also impacted by the COVID-19 pandemic. Caution should be used when interpreting trends over time.

APPENDIX 3: Summary of PAT & Diplomas Results

PAT Results

Key for Reading

Acceptable Standard - 50%

- Standard of Excellence - 80%
- Improved is determined by the table below:

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

		Maplewood Canadian International School	
		2023	2020 - 2022 Avg
English Language Arts 6	Number Writing	20	n/a
	Acceptable Standard %	75.0	n/a
	Standard of Excellence %	5.0	n/a
French Language Arts 6 année	Number Writing	n/a	n/a
	Acceptable Standard %	n/a	n/a
	Standard of Excellence %	n/a	n/a
Français 6 année	Number Writing	n/a	n/a
	Acceptable Standard %	n/a	n/a
	Standard of Excellence %	n/a	n/a
Mathematics 6	Number Writing	20	n/a
	Acceptable Standard %	60.0	n/a
	Standard of Excellence %	10.0	n/a
Science 6	Number Writing	22	n/a
	Acceptable Standard %	54.5	n/a
	Standard of Excellence %	0.0	n/a
Social Studies 6	Number Writing	22	n/a
	Acceptable Standard %	72.7	n/a
	Standard of Excellence %	4.5	n/a
English Language Arts 9	Number Writing	21	n/a
	Acceptable Standard %	47.6	n/a
	Standard of Excellence %	0.0	n/a
K&E English Language Arts 9	Number Writing	n/a	n/a
	Acceptable Standard %	n/a	n/a
	Standard of Excellence %	n/a	n/a
French Language Arts 9 année	Number Writing	n/a	n/a
	Acceptable Standard %	n/a	n/a
	Standard of Excellence %	n/a	n/a
Français 9 année	Number Writing	n/a	n/a
	Acceptable Standard %	n/a	n/a
	Standard of Excellence %	n/a	n/a
Mathematics 9	Number Writing	21	n/a
	Acceptable Standard %	42.9	n/a
	Standard of Excellence %	4.8	n/a

School: 1991 Maplewood Canadian International School LLC
Province: Alberta

		Maplewood Canadian International School	
		2023	2020 - 2022 Avg
K&E Mathematics 9	Number Writing	n/a	n/a
	Acceptable Standard %	n/a	n/a
	Standard of Excellence %	n/a	n/a
Science 9	Number Writing	21	n/a
	Acceptable Standard %	71.4	n/a
	Standard of Excellence %	9.5	n/a
K&E Science 9	Number Writing	n/a	n/a
	Acceptable Standard %	n/a	n/a
	Standard of Excellence %	n/a	n/a
Social Studies 9	Number Writing	21	n/a
	Acceptable Standard %	52.4	n/a
	Standard of Excellence %	0.0	n/a
K&E Social Studies 9	Number Writing	n/a	n/a
	Acceptable Standard %	n/a	n/a
	Standard of Excellence %	n/a	n/a

Diploma Results

Key for Reading

Acceptable Standard - 50%

Standard of Excellence - 80%

Improved is determined by the table below:

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

Th Year Rolling Average

	Maplewood Canadian International School					Measure Evaluation		
	2019	2020	2021	2022	2023	Achievement	Improvement	Overall
N	23	n/a	n/a	33	33	n/a	n/a	n/a
Acceptable Standard %	44.0	n/a	n/a	44.4	71.5	Low	n/a	n/a
Standard of Excellence %	8.4	n/a	n/a	2.8	28.0	Very High	n/a	n/a

By Subject

School: 1991 Maplewood Canadian International School LLC

Course		Maplewood Canadian International School						
		Achievement	Improvement	Overall	2023		Prev 3 Year Average	
					N	%	N	%
Measure								
English Lang Arts 30-1	Diploma Examination Acceptable Standard	Very Low	n/a	n/a	11	45.5	n/a	n/a
	Diploma Examination Standard of Excellence	Intermediate	n/a	n/a	11	9.1	n/a	n/a
English Lang Arts 30-2	Diploma Examination Acceptable Standard	Very Low	n/a	n/a	33	78.8	n/a	n/a
	Diploma Examination Standard of Excellence	Very High	n/a	n/a	33	21.2	n/a	n/a
French Language Arts 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Français 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Mathematics 30-1	Diploma Examination Acceptable Standard	n/a	n/a	n/a	15	86.7	n/a	n/a
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	15	46.7	n/a	n/a
Mathematics 30-2	Diploma Examination Acceptable Standard	n/a	n/a	n/a	7	71.4	n/a	n/a
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	7	14.3	n/a	n/a
Social Studies 30-1	Diploma Examination Acceptable Standard	*	*	*	2	*	n/a	n/a
	Diploma Examination Standard of Excellence	*	*	*	2	*	n/a	n/a
Social Studies 30-2	Diploma Examination Acceptable Standard	Very Low	n/a	n/a	30	70.0	n/a	n/a
	Diploma Examination Standard of Excellence	High	n/a	n/a	30	20.0	n/a	n/a
Biology 30	Diploma Examination Acceptable Standard	Low	n/a	n/a	18	72.2	n/a	n/a
	Diploma Examination Standard of Excellence	Very High	n/a	n/a	18	50.0	n/a	n/a
Chemistry 30	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Physics 30	Diploma Examination Acceptable Standard	Low	n/a	n/a	7	57.1	n/a	n/a
	Diploma Examination Standard of Excellence	Low	n/a	n/a	7	14.3	n/a	n/a
Science 30	Diploma Examination Acceptable Standard	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Diploma Examination Standard of Excellence	n/a	n/a	n/a	n/a	n/a	n/a	n/a

