

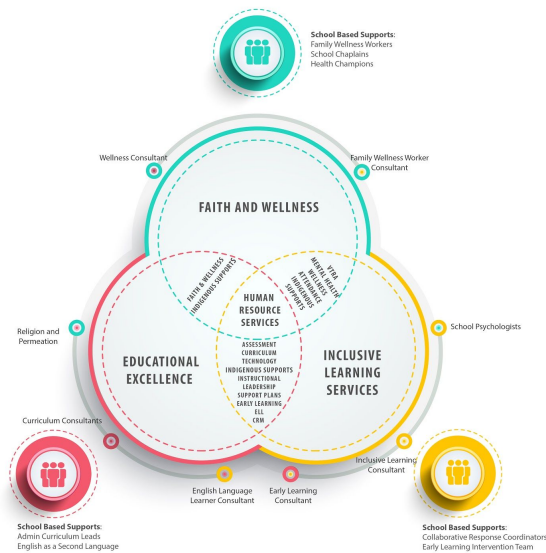
**Elk Island Catholic School District
Provincial Achievement Tests & Diploma Examinations
Summary Jurisdiction Results Report
2017-2018
Executive Summary**

Report to the Board of Trustees

**DATE
November 28, 2018**

**Report by Thérèse deChamplain-Good
Assistant Superintendent of Educational Excellence**

Elk Island Catholic Schools educate and empower students from pre-kindergarten to Grade 12 through our mission of developing educational opportunities in the context of Gospel values, where students' gifts and talents are celebrated and nurtured through lifelong spiritual and personal experiences. We believe all students will leave school and be competent contributing global citizens. As such, everything we do, including engaging and empowering all our learners, is grounded in building student competencies and enhancing student success in a faith-filled community.



We believe that our intentional support for students make a difference.

We won't stop learning and improving, because we believe students matter. This is our calling. This is why we do what we do.

Our Assurance model is a part of our engagement process.. This process is highly collaborative, in-depth, and a long-term process involving school and parish communities, and our parents.

The reporting structure is provided through the Division and School Dashboards respectively. (link to our [EICS 2018-2022 Division Education Plan and Priorities](#))

As a result of our school communities prioritizing, our Division Assurance plan has four goals:

- ❖ Faith Formation
- ❖ Quality Teaching and Learning
- ❖ Wellness
- ❖ Engagement and Improvement


Our focus areas will provide students with faith integrated quality learning environments. The added focus on wellness will further enhance the engagement of our students and staff.

The Accountability Pillar results are linked to eight specific outcomes and associated measures. The official achievement is reported in the Accountability Pillar Report which includes our provincial achievement results over a five year trend.

Overview of Division Results on Provincial Assessments

Elk Island Catholic Schools (EICS) performs well on standardized provincial assessments. Over the last five years, our **Grade 6, 9, and 12** students have **consistently outperformed** students provincially at the **acceptable standard**.


Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2018
Authority: 0046 Elk Island Catholic Separate Regional Division No. 41



Measure Category	Measure	Elk Island CSRD # 41			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	89.5	89.3	90.0	89.0	89.5	89.4	Very High	Maintained	Excellent
	Program of Studies	84.1	82.1	83.1	81.8	81.9	81.7	Very High	Maintained	Excellent
Student Learning Opportunities	Education Quality	89.9	89.0	89.8	90.0	90.1	89.9	Very High	Maintained	Excellent
	Drop Out Rate	0.4	0.4	0.6	2.3	3.0	3.3	Very High	Improved	Excellent
	High School Completion Rate (3 yr)	90.3	87.2	86.6	78.0	78.0	77.0	Very High	Improved	Excellent
	PAT: Acceptable	80.0	78.2	79.9	73.6	73.4	73.3	High	Maintained	Good
Student Learning Achievement (Grades K-9)	PAT: Excellence	17.6	17.9	17.9	19.9	19.5	19.2	Intermediate	Maintained	Acceptable
	Diploma: Acceptable	86.2	86.1	84.0	83.7	83.0	83.0	High	Improved	Good
Student Learning Achievement (Grades 10-12)	Diploma: Excellence	23.6	21.2	19.9	24.2	22.2	21.7	Very High	Improved	Excellent
	Diploma Exam Participation Rate (4+ Exams)	73.1	69.2	68.3	55.7	54.9	54.7	Very High	Improved	Excellent
	Rutherford Scholarship Eligibility Rate	75.7	74.2	71.8	63.4	62.3	61.5	n/a	Improved	n/a
	Transition Rate (6 yr)	71.3	70.8	72.6	58.7	57.9	59.0	Very High	Maintained	Excellent
Preparation for Lifelong Learning, World of Work, Citizenship	Work Preparation	80.2	80.1	79.7	82.4	82.7	82.4	High	Maintained	Good
	Citizenship	84.2	83.1	84.3	83.0	83.7	83.7	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	81.3	80.7	81.2	81.2	81.2	81.0	High	Maintained	Good
Continuous Improvement	School Improvement	82.6	81.6	82.7	80.3	81.4	80.7	Very High	Maintained	Excellent

Comparison to 2016-2017 Overall Summary

Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2017
Authority: 0046 Elk Island Catholic Separate Regional Division No. 41



Measure Category	Measure	Elk Island CSRD # 41			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	89.3	90.2	90.0	89.5	89.5	89.3	Very High	Maintained	Excellent
	Program of Studies	82.1	84.5	82.4	81.9	81.9	81.5	Very High	Maintained	Excellent
Student Learning Opportunities	Education Quality	89.0	90.1	89.6	90.1	90.1	89.6	High	Maintained	Good
	Drop Out Rate	0.4	0.8	0.8	3.0	3.2	3.3	Very High	Improved	Excellent
	High School Completion Rate (3 yr)	87.2	87.6	87.0	77.9	76.5	76.1	Very High	Maintained	Excellent
	PAT: Acceptable	78.2	80.4	79.9	73.4	73.6	73.2	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades K-9)	PAT: Excellence	17.9	18.0	17.4	19.5	19.4	18.8	Intermediate	Maintained	Acceptable
	Diploma: Acceptable	86.1	81.4	83.7	83.0	82.7	83.1	High	Improved	Good
Student Learning Achievement (Grades 10-12)	Diploma: Excellence	21.2	17.9	19.5	22.2	21.2	21.5	High	Maintained	Good
	Diploma Exam Participation Rate (4+ Exams)	69.2	66.1	69.4	54.9	54.6	53.1	Very High	Maintained	Excellent
	Rutherford Scholarship Eligibility Rate	74.2	69.4	69.4	62.3	60.8	60.8	n/a	Improved	n/a
	Transition Rate (6 yr)	70.8	74.5	74.3	57.9	59.4	59.3	Very High	Declined	Good
Preparation for Lifelong Learning, World of Work, Citizenship	Work Preparation	80.1	78.4	78.4	82.7	82.6	81.9	High	Maintained	Good
	Citizenship	83.1	84.8	84.4	83.7	83.9	83.6	Very High	Declined	Good
Parental Involvement	Parental Involvement	80.7	81.3	80.3	81.2	80.9	80.7	High	Maintained	Good
Continuous Improvement	School Improvement	81.6	84.7	81.8	81.4	81.2	80.2	Very High	Maintained	Excellent

Comparison

The official achievement is reported in the Accountability Report.

Our Achievement Measure is:

- **High** and **Maintained** for the Provincial Achievement Tests at the Acceptable Standard
- **Intermediate** and **Maintained** for the Provincial Achievement Tests at the Standard of Excellence
- **High** and **Improved** for the Diploma Examinations at the Acceptable Standard
- **Very High** and **Improved** for the Diploma Examinations at the Standard of Excellence

Our Three Year average remains above the provincial three year average at the acceptable standard in both the Provincial Achievement Tests and the Diploma Examinations and continues to be below the provincial average at the standard of excellence.

In addition, the Accountability Pillar measures of success where improvement is demonstrated include:

- Drop Out Rate
- 3-Yr High School Completion Rate
- Diploma Exam Participation Rate (4+exams)
- Rutherford Scholarship Eligibility Rate

We are very proud of these results in particular:

- Our Drop Out Rate shows an Achievement measure of Very High and Overall Excellent
- Our 3-YR High School Completion Rate shows an Achievement measure of Very High and Overall Excellent (+12% above the province)
- Our School Improvement shows an Achievement measure of Very High and Overall Excellent.
- Transition to Post-secondary (+12.6% above the province)
- Rutherford Scholarship Eligibility (+12.3%),

Overall, the results confirm that students in EICS are learning what is expected by the province and achieving success.

Achievement test and diploma examination results provide a snapshot of the performance of the province, school jurisdiction, and school.

At Elk Island Catholic Schools (EICS), our mission is to develop educational opportunities in the context of Gospel values, where students' gifts and talents are celebrated and nurtured through lifelong spiritual and personal experiences. Through the efforts of our caring and dedicated parents and staff, our students are provided with a faith-based quality learning environment where they are safe and supported as they strive toward excellence in academics, athletics, fine arts and spiritual growth and development.

Assessment Practices at EICS

Teachers gather information about student progress on outcomes prescribed by Alberta Education's programs of study before, during and after instruction.

Before Learning - Diagnostic Assessments:

Diagnostic assessment is a form of **pre-assessment** that allows a teacher to determine students' individual strengths, weaknesses, knowledge, and skills prior to and during instruction to guide planning and instruction.

Examples: diagnostic reading assessments, pre-tests

During Learning - Assessment for Learning (Formative assessment):

Formative assessment is information gathered during instruction to determine concepts that students know and can do and what they are struggling to understand, skills they are having difficulty acquiring, or learning outcomes they have not yet achieved. These assessments are not used on report cards; they provide teachers and students information to guide what the student needs to do to improve performance.

Examples: mid-point quiz, feedback only comments on assignments and tests

After Learning - Assessment of Learning (Summative Assessment):

Summative assessment is information gathered by teachers after instruction to determine how well students learned the intended outcomes.

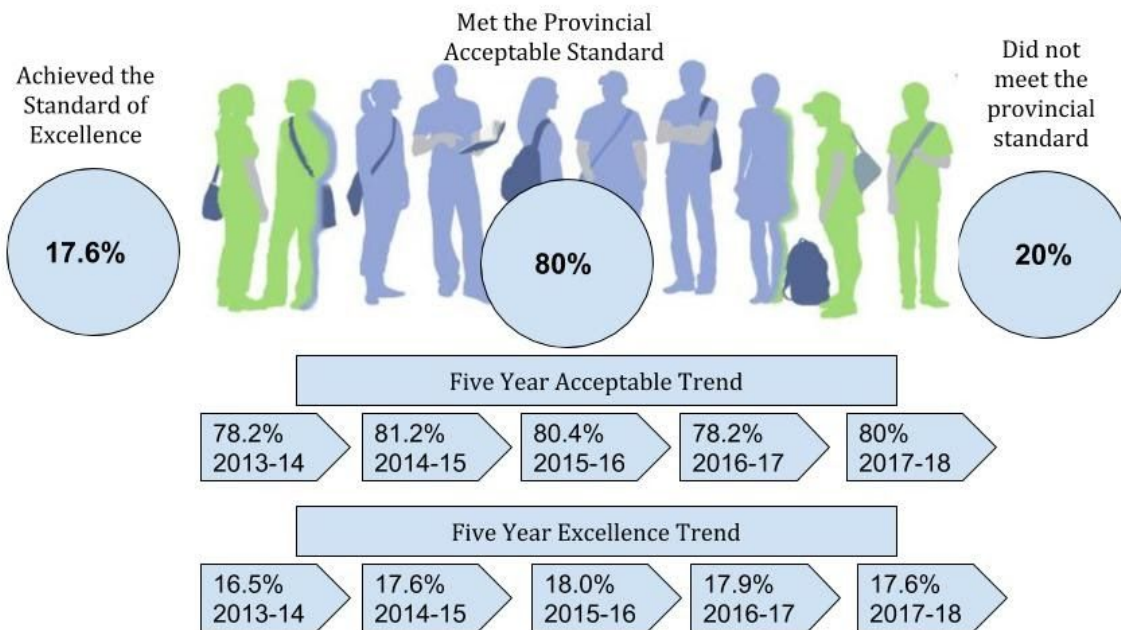
Examples: end of unit tests, performance tasks, projects and standardized tests such as Provincial Achievement tests and Diploma examinations.

These assessments are part of a balanced, broad-based program of student assessment. When analyzed along with many other indicators of student learning, they provide information to:

- ❖ determine if students are learning what they are expected to learn;
- ❖ assist schools and jurisdictions in monitoring and improving student learning
- ❖ guide instruction of educators and set targets for student achievement

Careful examination and interpretation of all assessments can help reveal areas of relative strength and weakness in student achievement. Teachers and administrators use this information in planning and delivering relevant and effective instruction in relation to learning outcomes in the Programs of Study.

Provincial Achievement Test Results 2017-2018



	Acceptable Standard			Standard of Excellence			Below Acceptable Standard		
	EICS	PROV	+/-	EICS	PROV	+/-	EICS	PROV	+/-
ELA 6	94.7	92.2	+2.5	13.8	19.7	-5.9	5.3	7.8	+2.5
Math 6	82.0	79.5	+2.5	9.3	15.0	-5.7	18.0	20.5	+2.5
Math 6 (FI)	89.1	86.9	+2.2	14.5	19.7	-5.2	10.9	13.1	+2.2
Science 6	88.7	86.8	+1.9	27.0	34.5	-7.5	11.3	13.2	+1.9
Science 6 (FI)	85.5	85.6	-0.1	25.5	23.3	+2.2	14.5	14.4	-0.1
Social Stud. 6	81.9	83.1	-1.2	24.2	26.3	-2.1	18.1	16.9	-1.2
Social Stud. 6 (FI)	80.0	79.3	+0.7	16.4	17.3	-0.9	20.0	20.7	+0.7
FLA 6	94.5	88.9	+5.6	12.7	19.9	-7.2	5.5	11.1	+5.6
ELA 9	85.3	85.6	-0.3	14.7	16.5	-1.8	14.7	14.4	-0.3
Math 9	61.0	65.8	-4.8	9.3	16.4	-7.1	39.0	34.2	-4.8
Math 9 (FI)	82.0	79.3	+2.7	20.0	22.6	-2.6	18.0	20.7	+2.7
Science 9	84.5	84.1	+0.4	26.2	27.4	-1.2	15.5	15.9	+0.4
Science 9 (FI)	88.7	88.2	+0.5	34.0	25.7	+8.3	11.3	11.8	+0.5
Social Stud. 9	70.3	74.2	-3.9	17.8	24.3	-6.5	29.7	25.8	-3.9
Social Stud. 9 (FI)	75.9	78.8	-2.9	25.9	20.6	-5.3	24.1	21.2	-2.9
FLA 9	92.3	84.9	+7.4	19.2	10.2	+9.0	7.7	15.1	+7.4
Overall Average +/-			+0.8			-2.5			+0.8

***Results Based on All Students Writing**

Achievement:

- Overall Grades 6 and 9 students **exceeded** the provincial average at the **acceptable standard** in 10 out of 16 tests.
- Overall Grades 6 and 9 students **met or exceeded** the provincial average at the **standard of excellence** in 3 out of 16 tests.

Areas of Growth:

- The number of students achieving the **standard of excellence** across disciplines. A significant drop from 2016-2017.

- The number of students achieving the **acceptable standard** in Grade 9 in Math and Social Studies. Grade 9 Math introduced a written component that students completed without the use of calculator.

Overall:

We need to continue to focus on growth in terms of achievement and improvement based on our 5-year averages in the Standard of Excellence in all core areas.

Our Plan:

We will continue to focus on providing professional learning in the foundational areas of the curriculum. Our consultants are reinforcing common language in all professional learning supports provided to teacher leads, during coaching sessions, collaborative team meetings and in professional learning sessions. During our Active School Engagement visits, we will also discuss school plans for targeted improvement through internal results review with their staffs.

Diploma Examination Results 2017-2018



Diploma Exam Results 2017-2018

	Acceptable Standard			Standard of Excellence			Below Acceptable Standard		
	EICS	PROV	+/-	EICS	PROV	+/-	EICS	PROV	+/-
Biology 30	90.3	86.6	+3.8	39.4	36.6	+2.8	9.7	13.4	+3.7
Chemistry 30	88.0	83.6	+4.4	30.1	38.3	-8.2	12.0	16.4	+4.4
ELA 30-1	93.5	87.5	+6.0	12.2	13.2	-1.1	6.5	12.5	+6.0
ELA 30-2	95.3	88.0	+7.3	23.0	13.1	+9.9	4.7	12.0	+7.3
FLA 30-1	97.3	93.8	+3.5	10.8	11.0	-0.2	2.7	6.2	+3.5
Physics 30	87.9	86.2	+1.7	33.6	43.6	-9.9	12.1	13.8	+1.7
Math 30-1	76.0	77.8	-1.8	28.1	35.3	-7.2	24.0	22.2	-1.8
Math 30-2	76.2	74.2	+2.0	18.3	16.4	+1.9	23.8	25.8	+2.0
Science 30	84.2	85.4	-1.3	23.4	31.5	-8.0	15.8	14.6	-1.2
Social Studies 30-1	82.9	86.2	-3.3	13.7	17.7	-4.0	17.1	13.8	-3.3
Social Studies 30-2	82.6	78.8	+3.8	20.1	12.2	+8.0	17.4	21.2	+3.8
Overall Average +/-			+2.4			-1.5			+2.4

***Results Based on All Students Writing**

Achievement:

- Overall students **exceeded** the provincial average at the **acceptable standard** in 8 out of 11 exams with exceptional results in:
 - English Language Arts 30-1
 - English Language Arts 30-2
 - French Language Arts 30-1
 - Chemistry 30
- Overall students **met or exceeded** the provincial average at the **standard of excellence** in 4 out of 11 exams with exceptional results in:
 - English Language Arts 30-2
 - Social Studies 30-2

Areas of Growth:

- The number of students achieving the **standard of excellence** across disciplines.
- The number of students achieving the **acceptable standard** and the **standard of excellence** in:
 - Math 30-1
 - Physics 30
 - Science 30
 - Social Studies 30-1

Overall:

We need to continue to focus on growth in terms of achievement and improvement based on our 5-year averages in the Standard of Excellence in all core areas.

Our Plan:

We will continue to focus on providing professional learning to target the achievement gap.

First Nation, Métis and Inuit (FNMI) Accountability Pillar Report

Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2018
Authority: 0046 Elk Island Catholic Separate Regional Division No. 41 (FNMI)



Measure Category	Measure	Elk Island CSRD # 41 (FNMI)			Alberta (FNMI)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student Learning Opportunities	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Drop Out Rate	0.0	2.3	1.6	4.8	5.8	6.3	Very High	Improved	Excellent
Student Learning Achievement (Grades K-9)	High School Completion Rate (3 yr)	84.9	76.5	85.0	53.3	53.7	50.5	Very High	Maintained	Excellent
	PAT - Acceptable	70.8	67.5	69.7	51.7	51.7	52.0	Intermediate	Maintained	Acceptable
	PAT - Excellence	10.6	8.6	8.3	6.6	6.7	6.5	Low	Maintained	Issue
Student Learning Achievement (Grades 10-12)	Diploma - Acceptable	83.7	87.3	80.1	77.1	77.1	76.6	Intermediate	Maintained	Acceptable
	Diploma - Excellence	13.3	11.1	11.0	11.0	10.7	10.3	Intermediate	Maintained	Acceptable
	Diploma Exam Participation Rate (4+ Exams)	48.5	58.8	51.9	24.4	21.8	21.2	Intermediate	Maintained	Acceptable
	Rutherford Scholarship Eligibility Rate	50.0	60.0	57.6	35.9	34.2	33.0	n/a	Maintained	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	57.1	68.1	63.3	33.0	31.8	32.8	High	Maintained	Good
	Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Parental Involvement	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Continuous Improvement	School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Achievement:

Indigenous students in EICS have **maintained** or **improved** in several accountability measures:

- Acceptable standard on PAT exams
- Acceptable standard on Diploma exams
- Standard of excellence on Diploma exams

Highlights:

- the drop-out rate falling to zero this past year
- high school completion being measured at very high.

Areas of Growth:

Achieving a **standard of excellence on PAT** exams is an area to grow.

**First Nation, Métis and Inuit Provincial Achievement Test and Diploma Examination Results
2017-2018**

Meets Acceptable Standard					Meets Standard of Excellence			
	FNMI EICS	ALL EICS	FNMI Province	+/- EICS +/- Province	FNMI EICS	ALL EICS	FNMI Province	+/- EICS +/- Province
PATS	70.8	80.0	51.7	-9.2 +19.1	10.6	17.6	6.6	-7 +4
DIPS	83.7	86.2	77.1	-2.5 +6.6	13.3	23.6	11.0	-10.3 +2.3

Meets Acceptable Standard				Meets Standard of Excellence		
First Nation, Métis and Inuit EICS Three Year Trend						
	FNMI EICS	FNMI EICS 3 Year Trend	+/-	FNMI EICS	FNMI EICS 3 Year Trend	+/-
PATS	70.8	69.7	+1.1	10.6	8.3	+2.3
DIPS	83.7	80.1	+3.6	13.3	11.0	+2.3

[Link to subject specific breakdown](#)

Achievement:

- Outperforming the provincial average on PAT and Diploma exams in the acceptable standard
- Maintaining, with slight growth, the standard of excellence in both PAT and Diploma exams when compared to the provincial average
- Maintaining, with slight growth, results over the three-year trend in EICS.

Growth:

- Below the achievement rate of all EICS students on PAT and Diploma exams in both the acceptable standard and standard of excellence.

**English Language Learners Provincial Achievement Test and Diploma Examination Results
2017-2018**

Meets Acceptable Standard					Meets Standard of Excellence			
	ELL EICS	ALL EICS	ELL Province	+/- EICS +/- Province	ELL EICS	ALL EICS	ELL Province	+/- EICS +/- Province
PATS	67.4	80.0	69.2	- 12.6 - 2.0	7.9	17.6	15.5	- 9.7 - 7.7
DIPS	67.4	86.2	73.3	- 18.8 - 1.7	12.3	23.6	17.6	- 11.3 - 5.3

Three Year Trend						
Meets Acceptable Standard				Meets Standard of Excellence		
	ELL EICS 17/18	ELL EICS 3 Year Trend	+/-	ELL EICS 17/18	ELL EICS 3 Year Trend	+/-
PATS	67.4	62.5	+4.9	7.9	5.9	+ 2.0
DIPS	67.4	73.4	-6.0	12.3	17.6	- 5.3

[Link to Specific Subject Breakdown for ELLs](#)

Achievement:

- Grade 6 - Increase in all subject areas compared to the 3 year trends. All areas of growth are > 10.0%
 - Considerable growth in Social Studies 6 (+25.0)
- Diplomas - Increase in four out of the seven areas with ELL data compared to the 3 year trend. All decreases, compared to the 3 year trend, are <5.0%.
 - Considerable growth in Chemistry 30 (+15.5)

Areas of Growth:

- Grade 9 - decrease in three of the four subject areas compared to 3 year trends. Main areas of concern are ELA 9 and Math 9.
- Although progress has been made to improve ELLs performance, more work needs to be done to close the gap between ELLs and the rest of our student population.