

Jurisdiction Results Report Elk Island Catholic School District

2019-2020



**ELK ISLAND
CATHOLIC
SCHOOLS**

Seeing Christ in Everyone



*Choose
Joy
"The reason
for our hope"*
1 Peter 3:15

TABLE OF CONTENTS

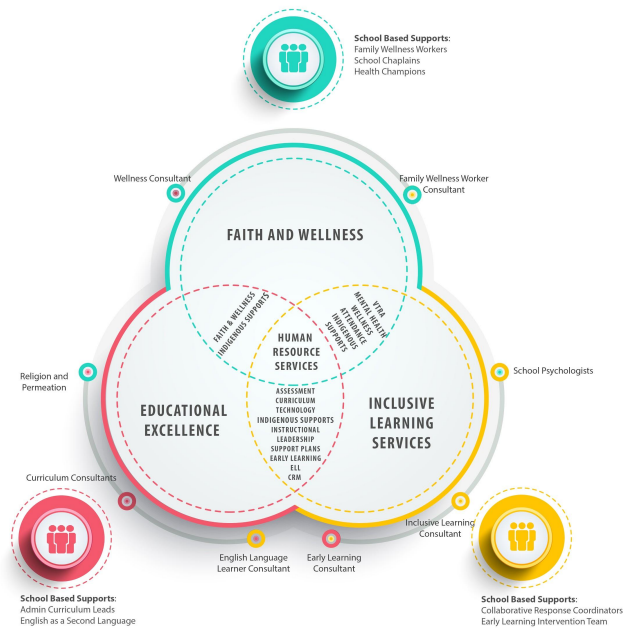
Introduction

From Accountability to Assurance	3
Goals of Assurance Plan	4

Division Results

Accountability Pillar Overview	6
Assurance Survey Comparison.....	8
Provincial Achievement Test.....	10
Diploma Examination	11
Local Measures.....	13
First Nation, Métis and Inuit (FNMI)	17
English Language Learners	19

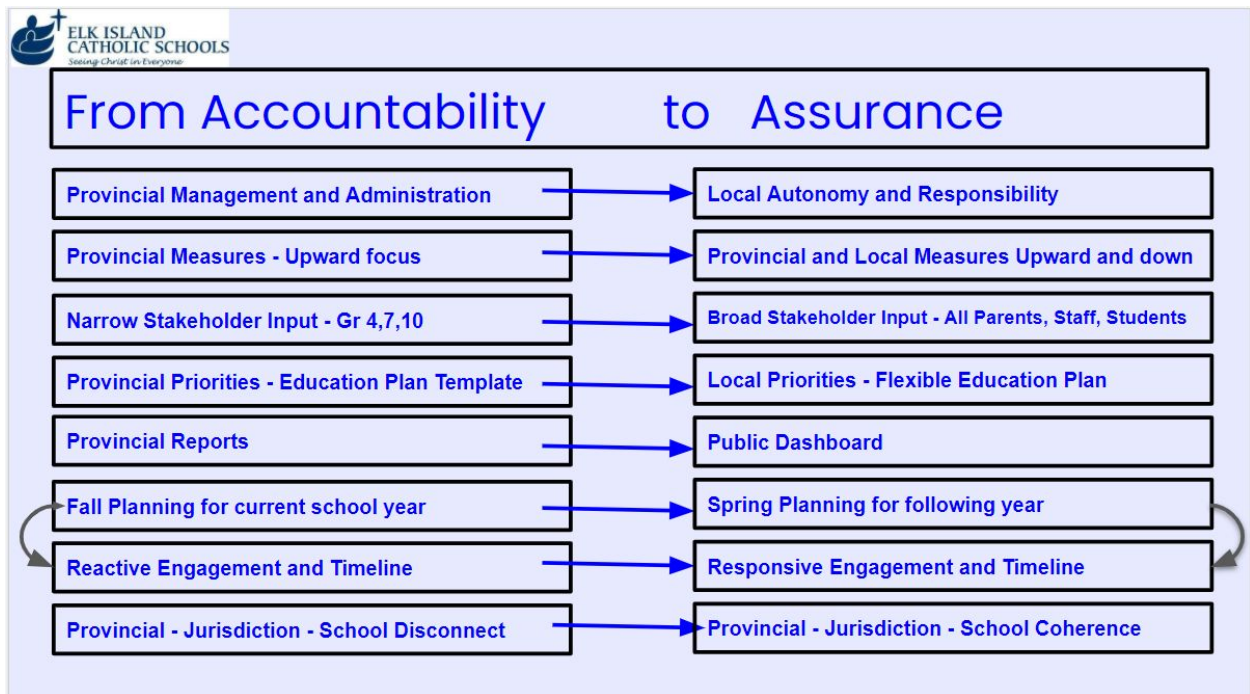
Covid-19 and the Transition to Remote Learning.....	20
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Elk Island Catholic Schools educate and empower students from pre-kindergarten to Grade 12 through our mission of developing educational opportunities in the context of Gospel values, where students' 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 makes 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.

This document is the Division’s Jurisdiction Results Report for 2019-2020. Elk Island Catholic Schools (EICS) and its family of schools develops their education plan in alignment with the new assurance framework and planning/reporting requirements as outlined by Alberta Education. The “assurance” aspect of our planning and reporting means that we utilize a cyclical planning process and engagement opportunities across our diverse stakeholder groups to determine the level of trust and confidence our stakeholders have in our actionable plan. The 2019-2020 school year is year two of the four-year planning time frame.



The Assurance Framework, as highlighted in the diagram above, shifts from an accountability model to a model that promotes a high level of local autonomy and responsibility to all stakeholders. It moves school jurisdictions from being accountable for outcomes to engaging stakeholders on jurisdiction priorities throughout the decision-making process.

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

EICS promotes the involvement of stakeholders by:

- Engaging school communities in a combined Accountability Pillar and Assurance Survey in understanding emerging division priorities
- Sharing all qualitative and quantitative data on Division and School Assurance Dashboard
- Collaborating on all division and school decisions such as administrative procedures, reporting, student achievement
- Establishing ongoing communication between senior administration and the Ministry, Catholic Education Parent Advisory Council and school leadership and school councils

Key Assurance Domains in Education

Elk Island Catholic School Division attends to Alberta's Business Plan for Education through our Division Assurance Plan and attends to the following assurance domains with corresponding elements:

- Student Growth and Achievement
 - Student Learner Outcomes
 - Proficiency in Literacy and Numeracy
 - Growth as a Learner
- Teaching and Leading
 - Excellent Teaching and Assessment Practices
 - Learning Opportunities and Professional Practice
 - Indigenous Perspectives
- Learning Supports
 - Safe and Caring with High Expectations for All
 - Learning Support Needs
 - Supports and Services
- Governance
 - Engagement
 - Fiscally Responsible
 - Assurance Cycle
- Local and Societal Content
 - Faith and Wellness

The four Assurance Goals (2018-2022) continue to guide the work of the Division:

- ❖ 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.

Throughout 2019-2020, Elk Island Catholic School Division school administration and central learning leadership teams maintained a strong focus on the four goals and corresponding strategies.

EICS Administrators invite input from school staffs, students and school councils regularly on School Assurance Plan milestones throughout the school year.

In the spring, School Leadership teams present their School Assurance Plan Goals with corresponding strategies to Senior Administration based on their stakeholder engagements and data analysis of their School Assurance Dashboards. The reporting structure is provided through the Division and School Dashboards respectively.

Accountability Pillar

The Accountability Pillar results are linked to eight specific outcomes and associated measures. These results measure a school jurisdiction's performance and are comprised of a variety of data sources such as parent, teacher and student surveys and provincial test results. The results are presented over a five year trend.

Accountability Pillar Overall Summary
3-Year Plan - May 2020
Authority: 0046 The Elk Island Catholic Separate School Division



Measure Category	Measure	Elk Island Catholic Separate S			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	88.4	88.1	89.0	89.4	89.0	89.2	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	81.7	82.4	82.9	82.4	82.2	82.0	Very High	Maintained	Excellent
	Education Quality	89.6	89.1	89.3	90.3	90.2	90.1	Very High	Maintained	Excellent
	Drop Out Rate	0.7	0.5	0.4	2.7	2.6	2.7	Very High	n/a	n/a
	High School Completion Rate (3 yr)	90.9	89.1	88.9	79.7	79.1	78.4	Very High	Improved	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	78.3	80.0	79.5	73.8	73.6	73.6	Intermediate	Maintained	Acceptable
	PAT: Excellence	17.8	17.6	17.8	20.6	19.9	19.6	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	86.9	86.2	84.6	83.6	83.7	83.1	High	Improved	Good
	Diploma: Excellence	22.6	23.6	20.9	24.0	24.2	22.5	High	Maintained	Good
	Diploma Exam Participation Rate (4+ Exams)	72.3	72.8	71.7	56.4	56.3	55.6	Very High	Maintained	Excellent
	Rutherford Scholarship Eligibility Rate	79.7	75.9	75.3	66.6	64.8	63.5	Very High	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	72.2	68.4	70.2	60.1	59.0	58.5	Very High	Maintained	Excellent
	Work Preparation	79.6	78.5	79.6	84.1	83.0	82.7	High	Maintained	Good
	Citizenship	82.8	82.6	83.3	83.3	82.9	83.2	Very High	Maintained	Excellent
Parental Involvement	Parental Involvement	78.3	78.6	80.2	81.8	81.3	81.2	Intermediate	Maintained	Acceptable
Continuous Improvement	School Improvement	78.4	79.5	81.2	81.5	81.0	80.9	High	Declined Significantly	Issue

Comparison to 2018-2019 Overall Summary

Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2019
Authority: 0046 The Elk Island Catholic Separate School Division



Measure Category	Measure	Elk Island Catholic Separate S			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	88.1	89.5	89.7	89.0	89.0	89.3	Very High	Declined	Good
Student Learning Opportunities	Program of Studies	82.4	84.1	83.6	82.2	81.8	81.9	Very High	Maintained	Excellent
	Education Quality	89.1	89.9	89.7	90.2	90.0	90.1	High	Maintained	Good
	Drop Out Rate	0.5	0.4	0.5	2.6	2.3	2.9	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)	89.1	90.3	88.4	79.1	78.0	77.5	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	78.3	80.0	79.5	73.8	73.6	73.6	Intermediate	Maintained	Acceptable
	PAT: Excellence	17.8	17.6	17.8	20.6	19.9	19.6	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	86.9	86.2	84.6	83.6	83.7	83.1	High	Improved	Good
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	Diploma Exam Participation Rate (4+ Exams)	72.8	73.1	69.5	56.3	55.7	55.1	Very High	Improved	Excellent
	Rutherford Scholarship Eligibility Rate	75.9	75.7	73.1	64.8	63.4	62.2	Very High	Maintained	Excellent
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)	68.4	71.3	72.2	59.0	58.7	58.7	Very High	Declined	Good
	Work Preparation	78.5	80.2	79.6	83.0	82.4	82.6	High	Maintained	Good
	Citizenship	82.6	84.2	84.0	82.9	83.0	83.5	Very High	Declined	Good
Parental Involvement	Parental Involvement	78.6	81.3	81.1	81.3	81.2	81.1	High	Declined	Acceptable
Continuous Improvement	School Improvement	79.5	82.6	83.0	81.0	80.3	81.0	High	Declined Significantly	Issue

October 2019 to May 2020 Accountability Pillar Overall Comparison

The Alberta government continually measures success and progress using 16 measures that show communities how schools and school authorities are performing each year. The results shared alongside local measures help to identify areas for improvement and continued growth in the assurance plans. EICS carefully analyzes the provincial results alongside our local measures; EICS Assurance Survey, pre-assessments and school context.

The Accountability Pillar measures of success where Achievement is Very High and outperform the province include:

- Drop Out Rate (0.7% compared to provincial rate of 2.7%)
Very High
- High School Completion Rate (90.9% of EICS students graduate in three years representing 11.2% **above** the provincial average)
Very High and Improved
- Diploma Exam Participation Rate (4+ exams) 72.3% of EICS students wrote four or more exams at the end of their 3rd year in high school representing 15.9% **above** the provincial average)
Very High and Maintained
- Rutherford Scholarship Eligibility Rate 79.7% of EICS students earn an average of 75% or higher in any of the eligible Grade 10.11.12 courses representing 13.1% **above** the provincial average)
Very High
- Transition to post-secondary rate (72.2% of EICS students enter post-secondary education representing 12.1% **above** the provincial average)
Very High and Maintained

The Accountability Pillar measures of success where Achievement is Very High and Maintained include:

- Safe and Caring Schools (88.4%)
- Programs of Study (81.7%)
- Education Quality (89.6%)
- Citizenship (82.8%)

The Accountability Pillar measures of success where attention is needed include:

- Work Preparation (79.6%)
- Parent Involvement (78.3%)
- School Improvement (78.4%)

Assurance Survey Comparison to Accountability Pillar Survey

Assurance Survey

Accountability Survey

Measure Category	Measure	EICS				Alberta			Measure Evaluation		
		Assurance Survey	Current Results	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	92.5	88.4	88.1	89.0	89.0	89.0	89.3	Very High	Declined	Good
	Program of Studies	88.8	81.7	82.4	82.9	82.2	81.8	81.9	Very High	Maintained	Excellent
Student Learning Opportunities	Education Quality	98.3	89.6	89.1	89.3	90.2	90.0	90.1	High	Maintained	Good
	Drop Out Rate		0.7	0.5	0.4	2.6	2.3	2.9	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)		90.9	89.1	88.9	79.1	78.0	77.5	Very High	Maintained	Excellent
	PAT: Acceptable		78.3	80.0	79.5	73.8	73.6	73.6	Intermediate	Maintained	Acceptable
	PAT: Excellence		17.8	17.6	17.8	20.6	19.9	19.6	Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable		86.9	86.2	84.6	83.6	83.7	83.1	High	Improved	Good
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Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6 yr)		72.2	68.4	70.2	59.0	58.7	58.7	Very High	Declined	Good
	Work Preparation	90.0	79.6	80.2	79.6	83.0	82.4	82.6	High	Maintained	Good
	Citizenship	88.6	82.8	84.2	84.0	82.9	83.0	83.5	Very High	Declined	Good
Parental Involvement	Parental Involvement	88.0	78.3	81.3	81.1	81.3	81.2	81.1	High	Declined	Acceptable
Continuous Improvement	School Improvement	79.4	79.4	82.6	83.0	81.0	80.3	81.0	High	Declined Significantly	Issue

2019-2020 EICS Survey Response Rate:
Parents: 1394 Staff: 494 Students: 3942

2019-2020 Alberta Education Accountability Pillar Survey Average Response Rate:
Parents: 300 Staff: 175 Students: 500

EICS administers the Accountability Pillar Survey in addition to our Assurance Survey. The EICS Assurance Survey response rate provides a comprehensive representation of the division parents, staff and students. The fact that our measures are above or equal to the the provincial average is a testament to the satisfaction of our stakeholders with our system providing depth and breadth to specific measures.

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 2019- 2020



Provincial Achievement Test Results (JANUARY) 2019-2020

	Acceptable Standard			Standard of Excellence			Below Acceptable Standard		
	EICS	PROV	+/-	EICS	PROV	+/-	EICS	PROV	+/-
ELA 6	No Data due to pandemic								
Math 6									
Math 6 (FI)									
Science 6									
Science 6 (FI)									
Social Stud. 6									
Social Stud. 6 (FI)									
FLA 6									
ELA 9									
K&E ELA 9									
Math 9									
Math 9 (FI)									
K&E Math 9									
Science 9									
Science 9 (FI)									
K&E Science 9									
Social Stud. 9									
Social Stud. 9 (FI)									
K&E Social 9									
FLA 9									
Overall Average +/-									

***No achievement data for 2019-2020 due to pandemic**

Due to Covid-19 pandemic, achievement tests did not proceed in June. While there are no test or examination results for 2019-2020, the Division will continue to focus on improving student achievement at both the Acceptable Standard and the Standard of Excellence. We will continue to use our pre-assessment data to guide school and student supports.

Diploma Examination Results 2019-2020



Diploma Exam Results (JANUARY) 2019-2020

	# of students who wrote in January		Acceptable Standard			Standard of Excellence			Below Acceptable Standard		
	EICS	PROV	EICS	PROV	+/-	EICS	PROV	+/-	EICS	PROV	+/-
Biology 30	157 (47%)	10155	97.5	96.6	+0.9	37.6	41.4	-3.8	2.5	3.4	+0.9
Chemistry 30	90 (40%)	8366	95.6	96.8	-0.8	43.3	45.0	-1.7	4.4	3.2	-0.8
ELA 30-1	147 (41%)	13637	100	98.5	+1.5	18.4	22.7	-4.3	0	1.5	+1.5
ELA 30-2	109 (48%)	8167	96.3	96.6	-0.3	19.3	10.2	+9.1	3.7	3.4	-0.3
FLA 30-1	26 (58%)	634	100	99.8	+0.2	11.5	39.3	-27.8	0	0.2	+0.2
Math 30-1	120 (61%)	10620	94.2	94.6	-0.4	37.5	42.9	-5.4	5.8	5.4	-0.4
Math 30-2	91 (45%)	7061	98.9	93.8	+5.1	28.6	22.0	+6.6	1.1	6.2	+5.1
Mathematiques 30	10 (33%)	10620	90.0	94.6	-4.6	30.0	42.9	-12.9	10.0	5.4	-4.6
Physics 30	52 (46%)	3564	100	96.4	+3.5	50.0	52.6	-2.6	0	3.5	+3.5
Science 30	112 (48%)	3780	100	96.8	+3.2	42.0	32.0	+10.0	0	3.2	+3.2
Social Studies 30-1	112 (43%)	8774	98.2	99.0	-0.8	17.0	31.0	-14.0	1.8	1.0	-0.8
Social Studies 30-2	117 (50%)	9269	96.6	95.3	+1.3	13.7	14.0	-0.3	3.4	4.7	+1.3
Overall Average +/-					+0.7			-3.9			+0.7

% = percent of students enrolled in the course for 2019-2020 who wrote the diploma in January

Local Measures

School Awarded Marks - Diploma Courses

School Awarded Marks (for the 2019-2020 school year)

	Average School Awarded Mark January 2020	Average School Awarded Mark June 2020	Average School Awarded Mark Full Year	Average Division Average
Biology 30	75.7	80.5	68.5	77.8
Chemistry 30	77.3	78.9	84.0	78.3
ELA 30-1	67.9	77.6	69.7	69.5
ELA 30-2	72.8	74.6	77.4	74.1
FLA 30-1	74.6	73.2	-	74.0
Math 30-1	76.5	79.8	85.1	78.3
Math 30-2	74.5	73.9	80.2	74.4
Mathematiques 30	70.3	63.6	74.0	67.1
Physics 30	80.6	80.9	-	80.7
Science 30	76.1	78.6	67.5	77.3
Social Studies 30-1	71.1	77.8	76	75.0
Social Studies 30-2	68.9	68.7	72.8	69.0
Overall Average +/-	73.8	75.8	77.9	74.9

Diploma Examination Analysis:

Achievement:

- Overall students writing in January **exceeded** the provincial average at the **acceptable standard** in 7 out of 11 exams with exceptional results in:
 - Math 30-2
 - Physics 30
 - Science 30
- Overall students writing in January **met or exceeded** the provincial average at the **standard of excellence** in 3 out of 11 exams with exceptional results in:
 - ELA 30-2
 - Math 30-2
 - Science 30

Areas of Growth:

- The number of students achieving the **standard of excellence** across disciplines.

School Awarded Marks - Diploma Courses

Due to the Covid-19 pandemic, diploma examinations did not proceed in June. While there is not comprehensive examinations results for the 2019-2020 school year, the Division will use school awarded diploma course marks to improve teaching and learning as outlined in the Programs of Study, and therefore increase students' ability to demonstrate success.

High School:

- Focus on improving diploma examination results with a thorough analysis of the individual items and corresponding learner outcomes in each of the subject areas
- Continuing collaboration and analysis of evidence-based results to improve responsiveness with respect to student learning

Our Plan:

We will continue to focus on investing in collaborative professional learning in the foundational areas of the curriculum. We will support the analysis of data, particularly the achievement of outcomes within a single year and historically, with an eye to develop and implement instructional strategies that will positively affect student growth. 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.

Local Measures Summary

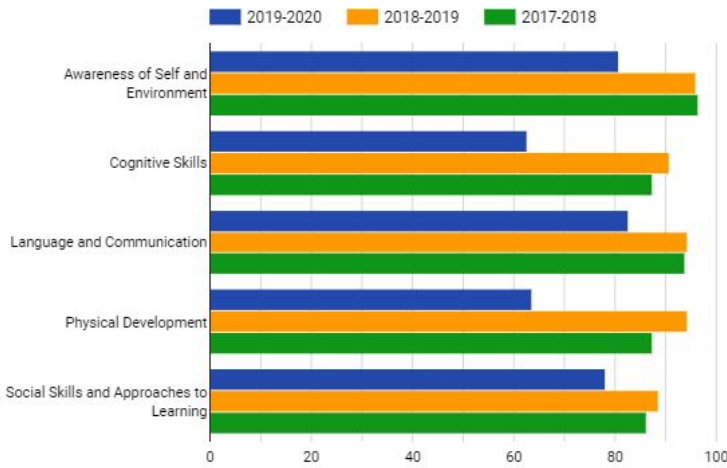
EICS uses a series of pre-assessments that allow a teacher to determine students' individual strengths, weaknesses, knowledge and skills to inform instruction. The pre-assessments are primarily used to identify student areas of growth and areas of strength and to guide lesson and unit planning, differentiated student supports.

The following dashboards are displayed on our public facing Assurance Dashboard:

- Early Learning
- Continuum of Literacy Instructional Supports
- Math and Numeracy

Early Learning

Information gathered from EYE-TA provides an entry point indicating developmental strengths and areas of growth. These results guide and inform teacher practice and student supports. The supports are layered as universal, targeted, and individualized.

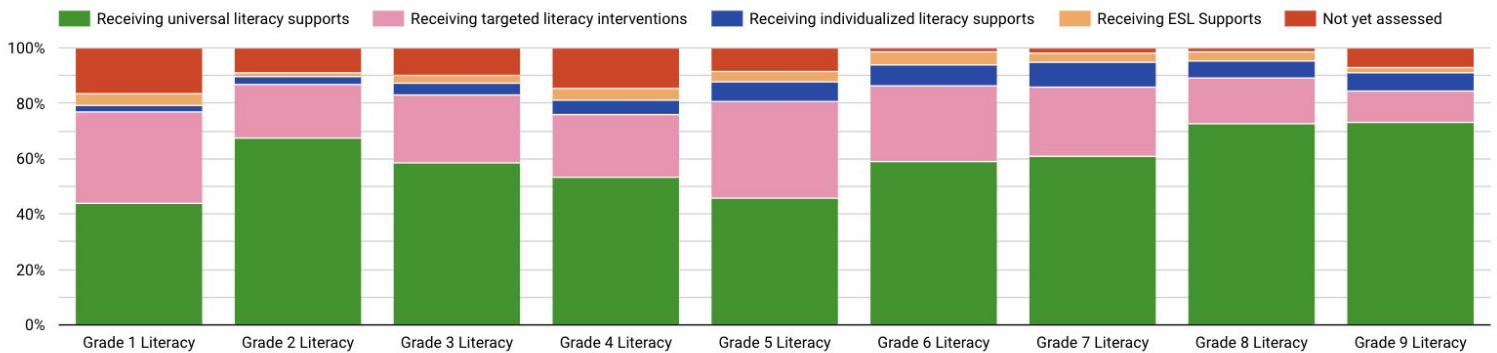


School Powerschool View

School	Grade Level	Awareness of Self	Social Skills and Approaches to Learning	Cognitive Skills	Language and Communication	Physical Development Fine Motor	Physical Development Gross Motor	RTI	Change
Holy Spirit Catholic School	0	0.375	2	0	0.25	0.6	0.4	3	-
Holy Spirit Catholic School	0	2.75	2.25	2.875	3	2.8	2.4	1	-
Holy Spirit Catholic School	0	2.875	3	2.5	3	2.4	3	1	-
Holy Spirit Catholic School	0								-
Holy Spirit Catholic School	0	2.875	2.875	2.375	2.75	2.4	2.2	1	-
Holy Spirit Catholic School	0	2.875	3	2.875	2.625	2.6	2.8	1	-
Holy Spirit Catholic School	0	2.875	2.5	1.75	2.375	2.4	2	1	-

Literacy Dashboard

Continuum of Literacy Instructional Supports - Fall 2019 Data Collection



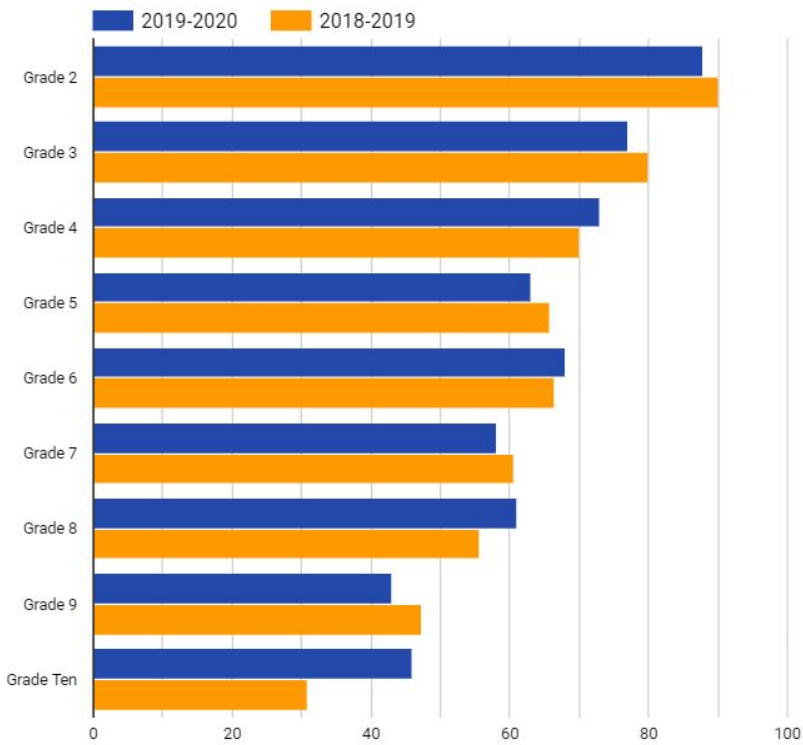
Information gathered from literacy screening assessments and in-class observations, conversations, and products determines the level of literacy intervention received by students in grades 1-9 as shown in the graph above.

The supports are layered as universal, targeted, and individualized, representing an increase in intensity and specificity. This responsive approach is personalized to ensure that individual students are challenged and supported at a level that is appropriate for their stage of literacy development and achievement.

Over time, data from the literacy support dashboard can be used in conjunction with in-class achievement data as well as data from PAT assessments to explore the success of strategies and inform the need to readjust or to reaffirm the supports already in place.

Math and Numeracy Dashboard:

Percentage of students retaining the foundational mathematical skills of the previous grade level (assessed in fall)



This assessment is designed to inform teacher practice and plan for student interventions in mathematical skills and processes.

At a Collaborative Team meeting, the staff is led through a detailed analysis using the data from the Math Intervention Programming Instrument, the mathematical and numeracy dashboard, in-class observations, conversations, and products to inform their instructional practices targeting the areas of growth identified.

Schools also align their next steps grounded in the Numeracy Framework considering how to address the climate and culture of the school, instructional approaches and professional learning.

Covid 19 and the Transition to Remote Learning

The Jurisdiction Results Report captures the summary of the school year, and therefore it is important to make note of the impact on the delivery of education that took place with the extraordinary arrival of a global pandemic. The Covid-19 pandemic forced schools to close their doors on March 16, 2020, impacting an unprecedented number of students in our division, province and worldwide. In the days and weeks to follow, Elk Island Catholic Schools staff shifted to online learning. This involved reconsidering teaching and learning based on ministry guidelines and continuing strong lines of communication with all of our stakeholders; students, staff and parents.

What we learned from the pandemic:

- Colleagues relied heavily on each other for support (lessons, technology, mental well-being).
- Online teaching and learning is most effective if students have consistent access to the internet and computers.
- Reduced learning time has likely impeded student learning.
- Students with learning challenges are best supported at school.
- Imperative for staff to develop their skills with the use of technology.
- Students with home support were the most successful.
- Translating important information was imperative for the success of our ELL families.
- Providing parents with clear at-home learning expectations.
- We have a greater awareness of staff and student wellness and the need for connections.

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

Accountability Pillar Overall Summary
3-Year Plan - May 2020
Authority: 0046 The Elk Island Catholic Separate School Division (FNMI)



Measure Category	Measure	Elk Island Catholic Separate S (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	0.0	0.8	5.5	5.4	5.3	Very High	n/a	n/a
	High School Completion Rate (3 yr)	95.0	92.0	84.5	55.8	56.6	54.5	Very High	Improved	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	67.4	70.8	71.0	54.0	51.7	51.9	Low	Maintained	Issue
	PAT: Excellence	8.3	10.6	9.4	7.4	6.6	6.5	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	82.2	83.7	82.1	77.2	77.1	76.7	Intermediate	Maintained	Acceptable
	Diploma: Excellence	13.3	13.3	13.3	11.4	11.0	10.6	Intermediate	Maintained	Acceptable
	Diploma Exam Participation Rate (4+ Exams)	80.0	72.0	59.8	24.4	24.6	23.6	Very High	Improved	Excellent
	Rutherford Scholarship Eligibility Rate	95.7	76.2	82.1	39.1	37.1	35.7	Very High	n/a	n/a
	Transition Rate (6 yr)	62.8	70.9	65.4	35.0	34.2	33.0	High	Maintained	Good
Preparation for Lifelong Learning, World of Work, Citizenship	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

Comparison to 2019-2020 Overall Summary

Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2019
Authority: 0046 The Elk Island Catholic Separate School Division (FNMI)



Measure Category	Measure	Elk Island Catholic Separate S (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	0.0	1.6	5.4	4.8	5.6	Very High	Improved	Excellent
	High School Completion Rate (3 yr)	92.0	84.9	84.6	56.6	53.3	52.4	Very High	Maintained	Excellent
Student Learning Achievement (Grades K-9)	PAT: Acceptable	67.4	70.8	71.0	54.0	51.7	51.9	Low	Maintained	Issue
	PAT: Excellence	8.3	10.6	9.4	7.4	6.6	6.5	Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable	82.2	83.7	82.1	77.2	77.1	76.7	Intermediate	Maintained	Acceptable
	Diploma: Excellence	13.3	13.3	13.3	11.4	11.0	10.6	Intermediate	Maintained	Acceptable
	Diploma Exam Participation Rate (4+ Exams)	72.0	48.5	53.7	24.6	24.4	22.3	Very High	Improved	Excellent
	Rutherford Scholarship Eligibility Rate	76.2	50.0	55.1	37.1	35.9	34.0	Very High	Improved	Excellent
	Transition Rate (6 yr)	70.9	57.1	62.6	34.2	33.0	32.8	Very High	Maintained	Excellent
Preparation for Lifelong Learning, World of Work, Citizenship	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

First Nations, Metis, and Inuit data - May results:

Indigenous students in EICS demonstrate strong success, **exceeding the provincial average across all measures.**

Achievement

- The high school completion rate (3 yr) improved within EICS
- The diploma exam participation rate (4+) exams also increased within EICS and **exceeded the provincial average by a substantial degree**

The Rutherford Scholarship eligibility rate shows a marked **improvement**, but the full range of data is not available due to the lack of data from June exams caused by the pandemic.

The drop out rate for EICS was maintained at zero with **very high achievement**, but the full range of data is not available.

Areas for Growth

- A slight drop was noted with the transition rate (6 yr)

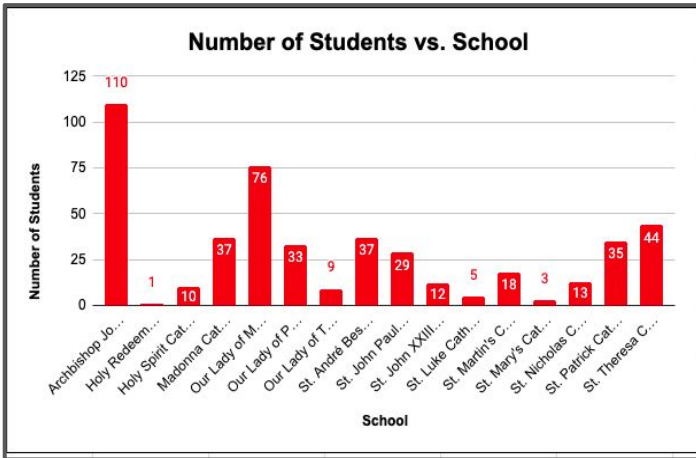
No new data was reported for the PAT or Diploma exams due to no June exams being written ; therefore the levels remain the same as the previous year.

- Opportunities exist for growth in achievement at both the Acceptable Standard and the Standard of Excellence of the PAT exams. Although both are above the provincial average, achievement in these areas is low to very low.
- Although results of the Acceptable Standard and the Standard of Excellence of the Diploma exams also exceed the provincial average, achievement is at an intermediate level making these opportunities for growth as well.

Background:

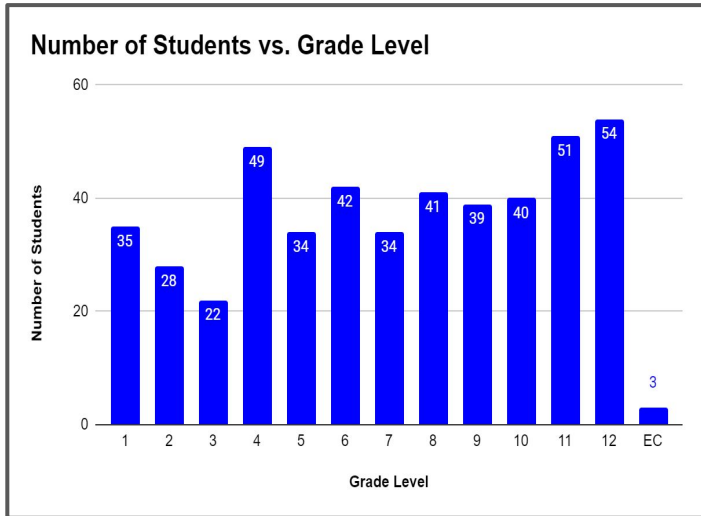
Indigenous students in EICS are supported in a number of ways. There is a designated Indigenous Education consultant at CLS and an Indigenous Education Lead teacher in each building. The school-based lead teachers attend regular PD sessions with the district consultant and support colleagues in planning class lessons and school initiatives reflecting Indigenous perspectives. In addition, EICS has formed relationships with elders and Métis knowledge keepers and made connections between division leads to further enhance supports for students and deepen professional learning. Three of the secondary schools in EICS have also formed Indigenous student councils to directly support student interests and to provide leadership opportunities.

Supporting English Language Learners in Elk Island Catholic Schools



Achievements:

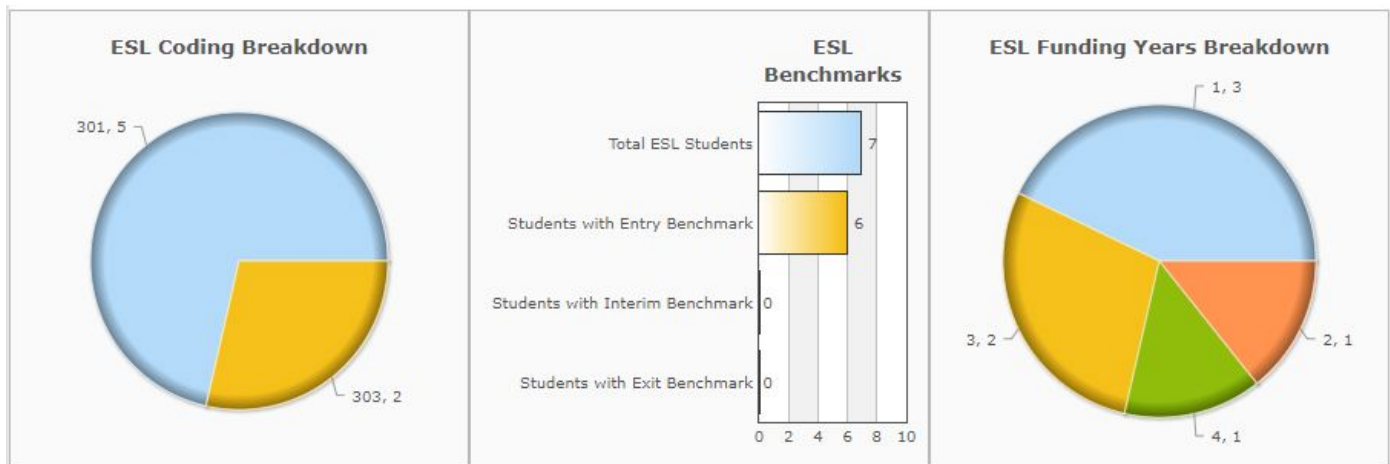
- Programming for ELLs
- Supporting 472 ELLs with targeted universal supports
- ESL Leads in each building
- Supporting teachers with scaffolding curricular outcomes
-



Areas of Growth

- Closing the gap between ELLs and the rest of the student population
- Meeting the curricular needs of new ELLs in our HS population

ESL Dashboard on Powerschool



School staffs use the data from ESL dashboards in conjunction with in class achievement data to inform classroom instruction and provided appropriate supports.

Elk Island Catholic Schools believes in the importance of wellness in body, mind and spirit. We believe that supporting healthy school communities is essential for supporting the growth and development of the whole person. We recognize that the dimensions of our personal wellbeing does not exist in isolation – but are each a part of the integrated whole. The relationship between and interconnectedness of our mental health, physical wellbeing and spiritual wellness are well supported by both research and our own lived experience. We recognize that wellness is both an individual and collective responsibility and are committed to ensuring that staff and students are provided with the support they need to be well. We believe that wellbeing is a precondition to teaching and learning. We all have a role to play in supporting wellness within our school division. We commit to walking the walk at all levels of our organization.

We are called to create environments that support the wellbeing of each EICS staff member so that our staff can experience the joy of living life to the fullest. In ensuring staff wellness is a division priority, staff have an increased capacity to take care of our students.

2019/2020 represented the culminating year in Elk Island Catholic's journey towards a fully implemented Wellness administrative procedure, represented below. This data driven work has had a significant impact on the wellbeing of Elk Island Catholic Schools.

Highlights:

- Formation of “Connections teams” in the schools was crucial to supporting staff and families during this difficult time. Connections teams were comprised of various staff members at each school who were “natural connectors” and had already established relationships with many of the families and students who were in need of support.
- Faith integration was able to continue during this time with our EICS Priests taking an active online part in our community.
- June planning for our 2020/2021 school was integral for an intentional wellness focus for the fall. The document “[The Heart of Recovery](#)” guided our conversations.

Reference Documents: Wellness Administrative Procedure

AP 168 - [Wellness](#)

AP 168 Appendix A - [Physical Literacy and Movement](#)

AP 168 Appendix B - [Mental Health](#)

AP 168 Appendix C - [Nutrition](#)

This *Jurisdiction Results Report* is intended to provide a snapshot our division strengths and opportunities for growth in the area of achievement. A comprehensive reflection of our division is reflected in our public facing dashboards both at the division and school level. Through our *Active School Engagement* process, senior administration and school based leadership meet at regular intervals throughout the school year to discuss their school assurance plan milestones and next steps. Subsequently, school based leadership mirrors the process with their staff and parents. EICS is dedicated to the Assurance Framework and is leading the province in this regard.

In summary, Elk Island Catholic Schools continues to be committed to providing excellence in publicly-funded Catholic education with an emphasis on quality instruction and faith based learning that supports student success. We continue to champion each student as a learner and are vigilant in finding success for all students.