



ELK ISLAND
CATHOLIC
SCHOOLS

Seeing Christ in Everyone

Jurisdiction Results Report Elk Island Catholic School District 2020-2021



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

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Our Commitment to Continuous Improvement

The Board of Trustees and staff of Elk Island Catholic School Division work together towards continuous improvement that strives to provide learning as unique as every student. Our Division Assurance Education Plan and Annual Education Results Report highlight our dedication to student success and communicate our goals and strategies to all stakeholders.

This report represents the results of our work in the areas of faith formation, quality teaching and learning, wellness and engagement and communication to impact organizational effectiveness and strategic allocation of resources to support students' needs and the continued development of our employees.

Each year, we review our four goals and corresponding strategies to reflect on what we have accomplished and look at areas to improve based on a comprehensive engagement process throughout the year. Our priorities align to the Alberta Education Outcomes and are grounded in evidence-informed decision making which determine the specific strategies and growth opportunities. On behalf of Elk Island Catholic School Division, we extend our thanks and appreciation to our employees for their ability to adapt and respond in ways that demonstrate commitment to advancing equity by personalizing learning for each student grounded in our Catholic faith.

Ted Paszek
Chair, Board of Trustees
Elk Island Catholic School Division

Shawn Haggarty
Superintendent of Schools
Elk Island Catholic School Division

Introduction to the Report

The Elk Island Catholic School Division's annual Jurisdiction Results Report provides a summary of results for the 2020-2021 school year. The 2018-2022 Division Education Assurance Plan sets out how we are going to move forward in realizing our goals and those of the province. The Division Education Assurance Dashboard provides ongoing real-time results of each of the goals.

The interruption to the 2020-2021 traditional school year of Kindergarten to Grade 12 education had a significant impact on the data and corresponding results. This is to be taken into consideration when reviewing this document.

Each school posts a School Education Assurance Plan annually on their respective school websites that speaks to each of the goals and their corresponding School Education Assurance Dashboard also provides ongoing real-time results of each of their goals.

Our Schools

Sherwood Park / Strathcona County

ARCHBISHOP JORDAN CATHOLIC HIGH SCHOOL (9-12)

(English, French & Ukrainian)

4001 Emerald Drive, Sherwood Park, AB, T8H 0P5

Phone: (780) 467-2121

Fax: (780) 467-1390

ÉCOLE OUR LADY OF PERPETUAL HELP CATHOLIC SCHOOL (5-8)

(English / French Immersion)

273 Fir Street, Sherwood Park, AB, T8A 2G7

Phone: (780) 467-5631

Fax: (780) 467-1786

ÉCOLE PERE KENNETH KEARNS CATHOLIC SCHOOL (K-4)

(English / French Immersion)

8 Sandpiper Drive, Sherwood Park, AB, T8A 0B6

Phone: (780) 467-7135

Fax: (780) 467-1495

HOLY REDEEMER CATHOLIC SCHOOL (K-8)

53117 Range Rd. 222, Ardrossan, AB, T8E 2M8

Phone: (780) 922-4522

Fax: (780) 922-2825

HOLY SPIRIT CATHOLIC SCHOOL (K-4)

151 Crimson Drive, Sherwood Park, AB, T8H 2R2

Phone: (780) 416-9526

Fax: (780) 416-9529

MADONNA CATHOLIC SCHOOL (K-4)

15 Main Blvd., Sherwood Park, AB, T8A 3N3

Phone: (780) 467-7972

Fax: (780) 449-1035

ST. ISIDORE LEARNING CENTRE

310 Broadview Road, Sherwood Park, AB T8H 0T5

Phone: (780) 449-6463

Fax: (780) 467-5469

ST. LUKE CATHOLIC SCHOOL (K-8)

22139 South Cooking Lake Road, Sherwood Park, AB, T8E 1G9

Phone: (780) 922-5920

Fax: (780) 922-6450

ST. NICHOLAS CATHOLIC SCHOOL (K-4)

(English & Ukrainian)

109 Georgian Way, Sherwood Park, AB, T8A 3K9

Phone: (780) 467-3633

Fax: (780) 467-1584

ST. THERESA CATHOLIC SCHOOL (5-8)

(English & Ukrainian)

2021 Brentwood Blvd., Sherwood Park, AB, T8A 0X2

Phone: (780) 464-4001

Fax: (780) 464-7524

Fort Saskatchewan

OUR LADY OF THE ANGELS CATHOLIC SCHOOL (K-4)

9622 Sherridon Drive, Fort Saskatchewan, AB, T8L 1W7

Phone: (780) 998-3716

Fax: (780) 998-7413

ST. ANDRÉ BESSETTE CATHOLIC SCHOOL (9-12)

8300 Southfort Drive, Fort Saskatchewan, AB, T8L 0W4

Phone: (587) 744-0750

Fax: n/a

ST. JOHN PAUL II CATHOLIC SCHOOL (5-8)

9975 - 93 Avenue, Fort Saskatchewan, AB, T8L 1N5

Phone: (780) 992-0889

Fax: (780) 998-7345

ST. JOHN XXIII CATHOLIC SCHOOL (K-4)

9526 - 89 Street, Fort Saskatchewan, AB, T8L 2X7

Phone: (780) 998-7777

Fax: n/a

Vegreville

ST. MARTIN'S CATHOLIC SCHOOL (K-6)

4314 - 54A Avenue, Vegreville, AB, T9C 1C8

Phone: (780) 632-2266

Fax: (780) 632-6886

ST. MARY'S CATHOLIC SCHOOL (7-12)

4434 - 53 Street, Vegreville, AB, T9C 1A1

Phone: (780) 632-3934

Fax: (780) 632-2958

Camrose

OUR LADY OF MOUNT PLEASANT CATHOLIC SCHOOL (5-12)

39 Mount Pleasant Drive, Camrose, AB, T4V 2M3

Phone: (780) 672-2975

Fax: (780) 672-4747

ST. PATRICK CATHOLIC SCHOOL (K-4) (4571)

4816 - 53 Avenue, Camrose, AB, T4V OY2

Phone: (780) 672-2177

Fax: (780) 672-1818

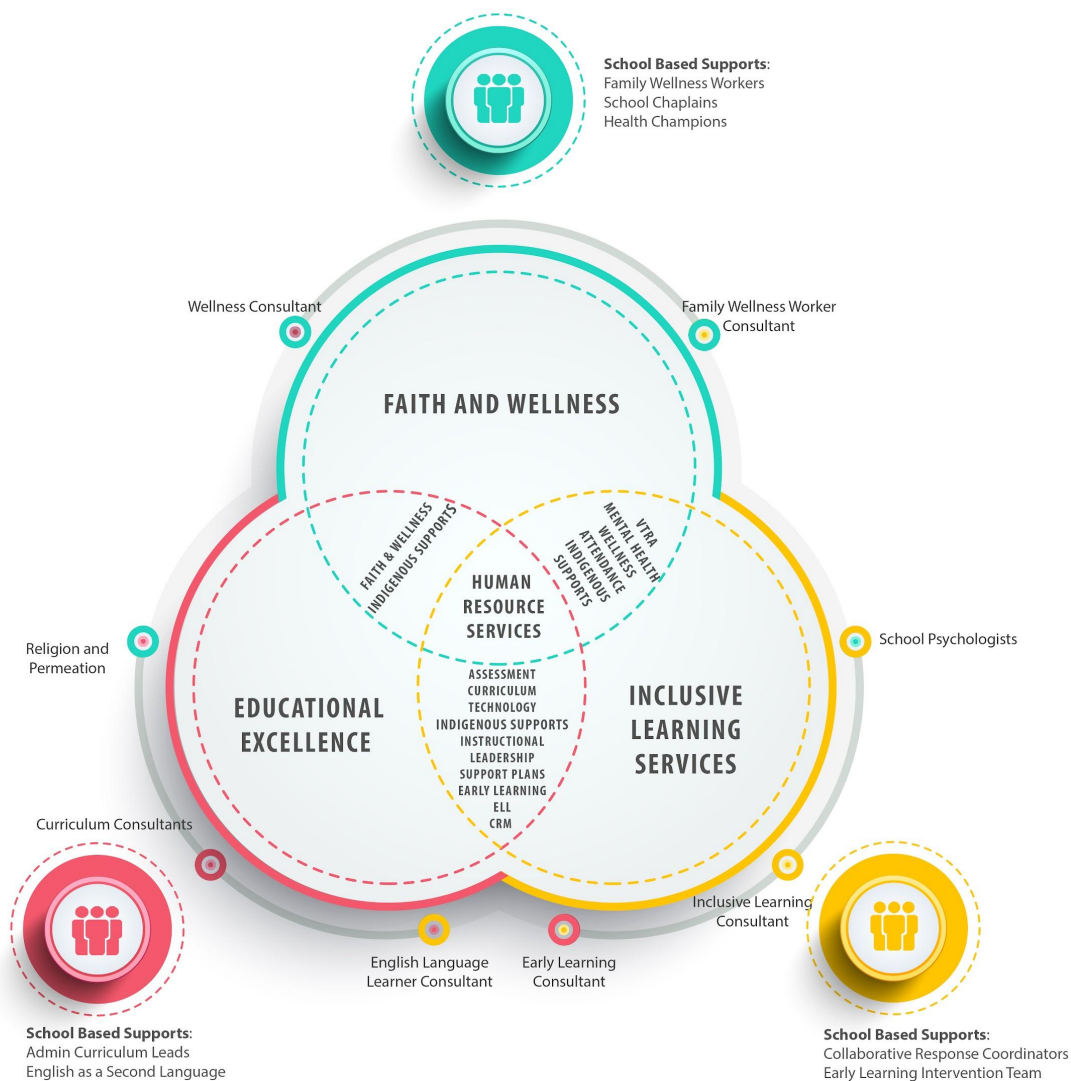
For further information on our schools, please visit: <https://www.eics.ab.ca/schools/our-schools>

From Accountability to Assurance

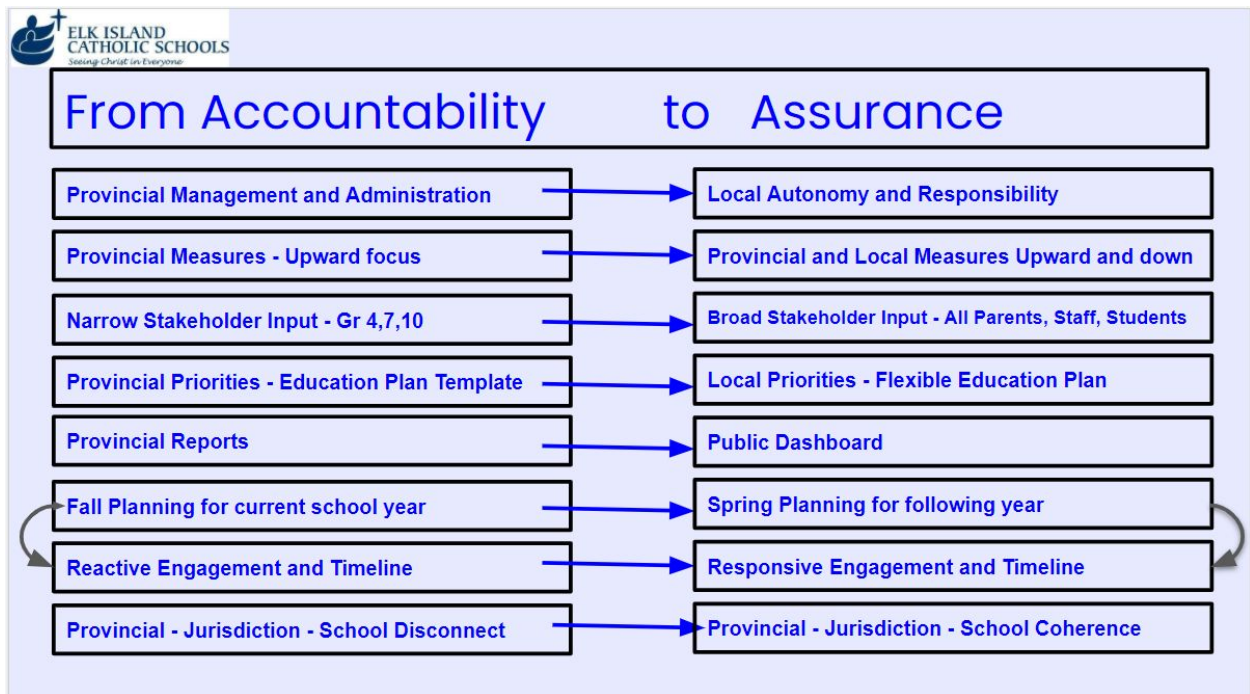
Elk Island Catholic Schools educate and empower students from pre-kindergarten to Grade 12 through our mission of developing educational opportunities in the context of Gospel values, where students' gifts and talents are celebrated and nurtured through lifelong spiritual and personal experiences. We 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.

The visual below demonstrates the intentional coherence of each of central learning services departments. Our work is charted with purposeful action and interaction, working on building capacity, precision of practice and progress monitoring.



This document is the Division’s Jurisdiction Results Report for 2020-2021. 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 2020-2021 school year is year three 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

Navigating a Pandemic School Year

The Jurisdiction Results Report captures the summary of the 2020-2021 school year, and therefore it is important to make note of the impact on the delivery of education that took place during a global pandemic. The Covid-19 pandemic forced schools to offer students options to remain in person at their school, remote learning at St. Isidore Learning Center, or choose Home Education. These decisions impacted every student in our division.

During the 2020-2021 school year, Elk Island Catholic Schools staff were forced to teach in a myriad of environments. 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.

In addition, EICS offered support to three school divisions in the province: Grande Prairie Catholic School Division, Greater St. Albert Catholic School Division and St. Thomas Aquinas Roman Catholic School Division. This represented an additional 588 students educated by our St Isidore Learning Center teaching staff.

We learned from the pandemic:

Faith:

- our faith theme, Choose Joy, was a catalyst for a positive mindset for staff, students and parents;
- a greater number of staff attended our Faith Formation sessions;

Quality Teaching and Learning

- staggered entry for all grade levels in September allowed for greater connections, routines and structures;
- colleagues relied heavily on each other for support (lessons, technology, mental well-being);
- online teaching and learning was most effective when students had strong parental support, consistent access to the internet and computers;
- reduced learning time likely impeded student learning;
- students with learning challenges were best supported at school;
- the necessity of staff to develop their digital literacy skills to support teaching and learning;
- translating important information was imperative for the success of our ELL families;
- changes to our professional learning delivery allowed for greater participation;

Wellness

- communicating clear expectations to support remote learning decreased anxieties;
- the importance of staff and student wellness and the need for connections; and

Engagement and Improvement

- changes to delivery of School Council meetings, parents teacher student conferences allowed for greater participation.

EICS Goal - Faith Formation

As a Catholic School Division, we are called to share our Catholic Faith with our staff and students. Meeting our staff and students where they are at on their faith journey, we invite them into a closer relationship with Christ. Our strategies for improving faith formation for 2020-2021 are primarily highlighted on the Faith Formation section of the Dashboard.



Faith Formation

Understanding the Context:
As a Catholic School Division, we are called to share our Catholic faith with our staff and students. Meeting our staff and students where they are at on their faith journey, we invite them into a closer relationship with Christ.

Outcome:
Provide students, staff and community with a faith permeated environment and enhance the Faith Formation of all staff and students.

Catholic School Reviews

The formation of students and the achieving of our goal to have students come to know, love, and serve the Lord can only be achieved in a school culture which is fully integrated and Christ-centered.

The EICS Assurance process also includes an in-depth review and support program for every school on a four-year cycle. Using the "Marks of an Excellent Catholic School" document as a guide, the Catholic School Review process provides us with detailed perspectives and data that allows for celebration of what is systematic and effective for the school community while providing recommendations for improvement over a four-year cycle.

This process includes a review of the following: School Assurance Plan, Staff Meeting Minutes, Student Handbook, Newsletters, Teacher Planning Documents, Report Cards, School PD Plan. A team of school leaders and Central Learning Services leaders conduct the review and also interview partner Parishes, parents, staff and students.

No data

[Click here to review the most recent Catholic School Reviews for each of our schools](#)

School Faith Environment Value: 95.000

Student Faith Formation Value: 92.082

Staff Faith Formation Value: 93.228

Active Citizenship Value: 88.491

2020-2021 Assurance Data

ELK ISLAND CATHOLIC SCHOOLS
Choosing Christ as Foundation

As a faith based learning community, we are committed to continuous improvement of the faith formation and learning experiences and growth for all students. Every stakeholder, every partner, in our community is intrinsically woven into the fabric of Elk Island Catholic Schools and has a part to play in student success.

The three-year cycle of our three faith priorities of **Mission**, **Community** and the call to **Evangelization** must continue to be brought forth overtly, intentionally, with purpose. This year, we move to the theme of "Choose Joy" spreading the Evangelium (Good news) of Christ through joyful hearts. When we look at each other, we remember that we are all God's Masterpiece, and are reminded of our call to Love: First, Last and Always.

Faith Formation 2020-2021: Choose Joy!

Choose Joy! was a timely theme in light of the pandemic. We were all in need to find joy during this unprecedented time of darkness and vulnerability. As we engaged with our priests, elders, chaplains, administration, students, parents and community at large, our theme pulled us together to emerge in prayer, faith formation and integration.

Primary Strategies: Our strategies for improving our Faith Goal for 2020-2021 are:

**Engage students in relevant Religious education and curriculum faith integration which promotes hope and engagement in students*

**Design and implement extracurricular faith formation activities*

**Develop a deeper understanding of the connection between our spiritual life and our wellness.*

Faith Measures: Our primary success measures are the Catholic School Review process as well as Division Assurance Survey results measuring the faith environment of our schools and staff and student faith formation satisfaction. In addition, we also include the Alberta Education Assurance measure; Students model active citizenship.

In review of the results, overall parents, staff and students are 90%+ satisfied with our commitment to a faith permeated environment and the faith formation of staff and students.

Highlights include:

- 90.16% of parents, students and staff are satisfied with student faith formation
- 91.19% of parents, students and staff are satisfied with staff faith formation
- 95.10% of parents, students and staff are satisfied with school faith environment
- 85.18% of parents, students and staff are satisfied with school and parish partnerships
- 83.55% of parents, students and staff are satisfied with students model active citizenship
- Faith integration was able to continue during this time with our EICS Priests taking an active online part in our community.
- Infusing our Catholic world views into curriculum in all subject areas through our High School Humanities Faith integration project
- Staff Faith Formation sessions held on Sunday afternoons were well attended.
- Staff and students participated in Catholic Education Sunday, Catholic Education week, and student sacraments.
- Board meetings, administration meetings, staff meetings, retreats and professional learning days all began with dedicated faith formation aligned with assurance plan strategies.
- Maintaining strong community partnership with key stakeholders supporting Catholic Education -Parish priests, REAL Foundation, Catholic Social Services, GrACE group.
- Student faith retreats led by Face2Face Ministries and Access 52.
- Intentional collaboration and joint planning amongst our school chaplains, health champions, family wellness workers and counsellors to support the whole person in mind, body and spirit.

Quality Teaching and Learning

Student success depends on quality instruction in an environment that respects learner's independent spirit. Quality teaching and learning promotes the development of innovation and creativity while attending to meaningful assessment and reporting practices. Our strategies for improving student growth and achievement for 2020-2021 are primarily highlighted on the Quality Teaching and Learning section of the Dashboard.



Primary Strategies: Our strategies for improving our Quality Teaching and Learning Goal for 2020-2021 are:

**Support staff collaboration to engage and improve in literacy teaching practices across curricula and for all students, K-12 (CTQS, CLQS)*

**Support staff collaboration to engage and improve in numeracy and math teaching practices across curricula and for all students, K-12 (CTQS, CLQS)*

**Continue to strengthen instructional leadership and practices to lead learning related to Indigenous foundational knowledge and its application within classrooms and the larger school community (CTQS, CLQS)*

Quality Teaching and Learning Measures: Our Quality Teaching and Learning measures include a combination of provincial and local measures. Due to Covid-19, the Provincial Achievement Tests and the Diploma Exams were not written by all students in 2020-2021. Therefore, the dashboard indicates No data. We will continue reporting on this measure once full implementation is resumed.

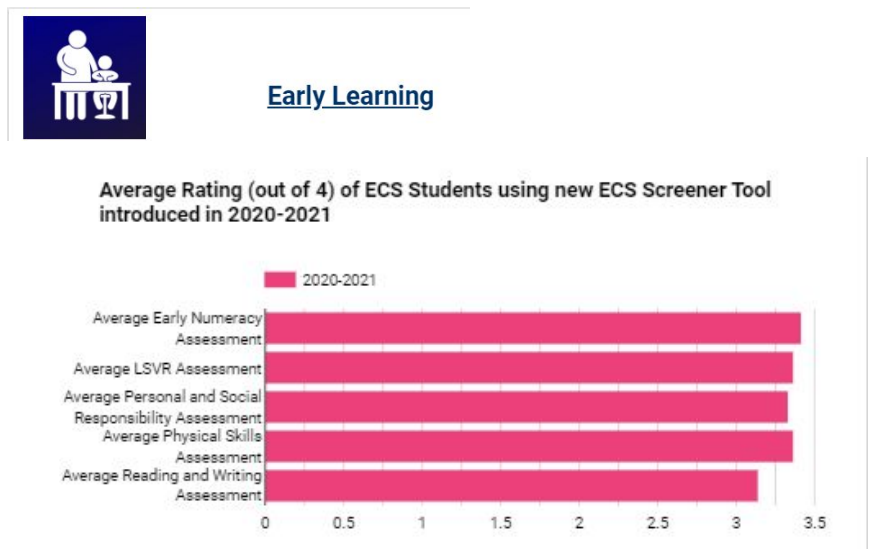
In absence of the provincial measures, division local measures continues to drive our improvement in the areas of quality teaching and learning.

EICS uses a series of literacy and math 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, as well as differentiated student supports.

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

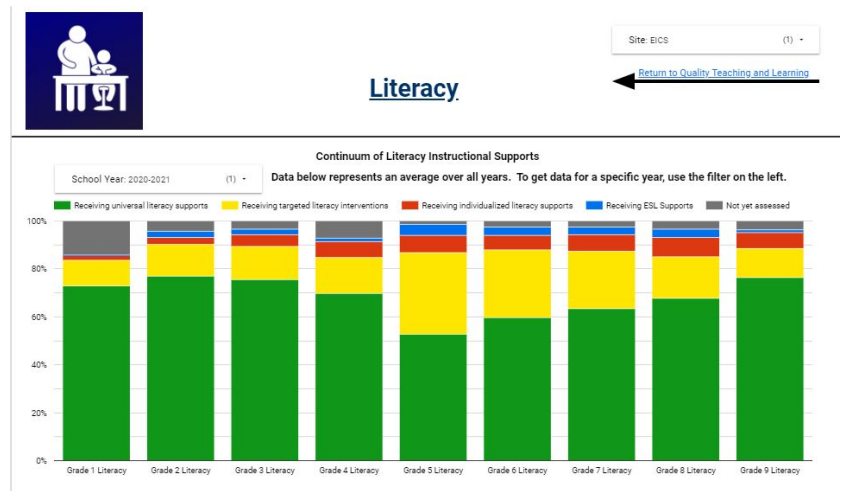
Early Learning:

EICS Kindergarten Screener results provide educators and parents with indicators of children's developmental strengths and areas for growth within the learner areas of *The Kindergarten Program Statement: Early Literacy, Numeracy, Personal and Social Responsibility, and Physical Skills and Well Being*. The results help guide student supports, improve teacher practices and identify issues that are relevant to an individual child's success at school.



Continuum of Literacy Instructional Supports:

Literacy assessment tools are used to inform classroom teaching and identify students in need of literacy supports and interventions.



Math and Numeracy:

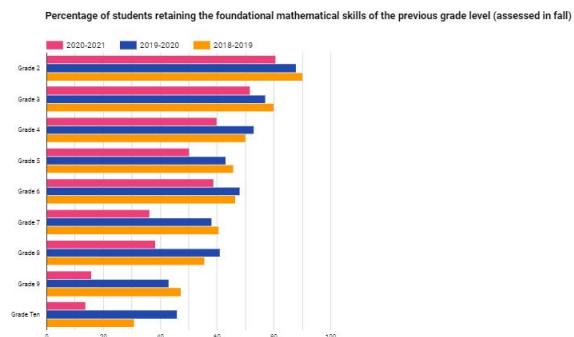
The Math Intervention Programming Instrument (MIPI) is a screening tool used with students in grades 2-10. The administration of the MIPI has three main goals:

- to inform and guide teacher practice,
- to provide timely information to identify a student that needs math interventions and
- to initiate conversations around math between teachers at the school and division level.



Math and Numeracy

Site: EICS (1) [Return to Quality Teaching and Learning](#)



Information gathered from the literacy screening assessments and MIPI assessment in conjunction with in-class observations, conversations, and products determines the level of interventions and supports received by students in grades K-9 as shown in the graphs 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 and mathematical progression.

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

At a Collaborative Team, grade level or department meeting, the staff is led through a detailed analysis using the data from the assessments, the dashboards, 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 Literacy or Numeracy Frameworks considering how to address the climate and culture of the school, instructional approaches and professional learning.

Quality Teaching and Learning Measures: Our primary success measures focus on teaching and learning with a combination of provincial measures, local measures and assurance survey questions.

Highlights include:

- 88.98 % of parents, staff and students are satisfied with overall quality of basic education
- 78.26% of parents, students and staff are satisfied with broad program of studies
- **Building the capacity** of administrators and teachers with targeted professional learning supports to support literacy, math and numeracy
- **Implementation** of the EICS Kindergarten Early Learning Screener. The screener aligns key attributes within the learner areas of Early Literacy, Numeracy, Personal and Social Responsibility, and Physical Skills and Well Being to provide valuable information for teachers as they assess, plan, and respond to the needs of their students
- **Implementation** of the Grade 1 Phonological Awareness Screener. The screener allows a teacher to listen to a student identify and manipulate sounds. This is a good predictor of later reading success or difficulty
- **Building the capacity** of administrators and teachers in our middle schools in the area of content and disciplinary literacy
- **Implementation** of multiple math learning strategies to support student mental math abilities and conceptual understanding of math concepts
- **Integration** of technology (EquatIO) to support secondary math teaching practices
- Initial **development** of condensed English Language Learner (ELL) Benchmarks to assess and support our ELL students
- **Engagement** with Elders and Knowledge Keepers to strengthen awareness of Indigenous perspectives and enhance instructional practices



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 school. 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. Many are also involved with their leadership team in tracking achievement of self-identified students. In addition, EICS has formed relationships with elders and Métis knowledge keepers and made connections with other 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 provide leadership opportunities. School-based leads in the secondary schools also promote scholarship and bursary opportunities.

Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

Authority: 0046 The Elk Island Catholic Separate School Division (FNMI)



Assurance Domain	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
Student Growth and Achievement	Student Learning Engagement	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
	3-year High School Completion	79.1	95.0	90.6	62.0	55.9	55.6	Intermediate	Declined	Issue
	5-year High School Completion	89.7	87.7	90.0	68.1	65.0	63.4	High	Maintained	Good
	PAT: Acceptable	n/a	n/a	69.1	n/a	n/a	52.9	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	9.4	n/a	n/a	7.0	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	82.9	n/a	n/a	77.1	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	13.3	n/a	n/a	11.2	n/a	n/a	n/a
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Supplemental Alberta Education Assurance Measures - Overall Summary

Spring 2021

Authority: 0046 The Elk Island Catholic Separate School Division (FNMI)



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
Diploma Exam Participation Rate (4+ Exams)	n/a	80.0	66.8	n/a	24.4	24.6	n/a	n/a	n/a
Drop Out Rate	0.6	0.0	0.0	5.0	5.5	5.2	Very High	Maintained	Excellent
Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Rutherford Scholarship Eligibility Rate	73.1	95.7	73.9	39.5	39.1	37.4	High	Maintained	Good
Safe and Caring	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Transition Rate (6 yr)	55.8	62.7	63.8	35.7	35.0	34.1	Intermediate	Maintained	Acceptable
Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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

Achievement

- The High School Completion rate (5 yr) has been maintained at a **high rate**
- The Transition Rate (4 yr) improved significantly reflecting a **very high achievement**

The Rutherford Scholarship eligibility rate is maintained at **high achievement**, but the full range of data is not available due to the lack of data from provincial exams caused by the pandemic.

The drop out rate for EICS was maintained at **very high achievement**, despite a slight increase from 0% to 0.6%.

Areas for Growth

- A drop was noted with the 3-year completion rate
- A drop was noted with the Transition Rate (6 yr), but the evaluation rate has been maintained at intermediate achievement

No new data was reported for the PAT or Diploma exams due to no January or 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.

Divisional Supports:

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 school. 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. Many are also involved with their leadership team in tracking achievement of self-identified students. In addition, EICS has formed relationships with elders and Métis knowledge keepers and made connections with other 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 provide leadership opportunities. School-based leads in the secondary schools also promote scholarship and bursary opportunities.

Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

Authority: 0046 The Elk Island Catholic Separate School Division (ESL)



Assurance Domain	Measure	Elk Island Catholic Separate S (ESL)			Alberta (ESL)			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	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
	3-year High School Completion	85.7	81.0	85.6	78.7	74.1	75.0	High	Maintained	Good
	5-year High School Completion	100.0	95.5	95.5	86.9	85.0	84.9	Very High	Maintained	Excellent
	PAT: Acceptable	n/a	n/a	65.3	n/a	n/a	69.8	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	6.6	n/a	n/a	16.0	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	71.2	n/a	n/a	73.2	n/a	n/a	n/a
Teaching & Leading	Diploma: Excellence	n/a	n/a	12.4	n/a	n/a	16.0	n/a	n/a	n/a
	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Supplemental Alberta Education Assurance Measures - Overall Summary

Spring 2021

Authority: 0046 The Elk Island Catholic Separate School Division (ESL)



Measure	Elk Island Catholic Separate S (ESL)			Alberta (ESL)			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	76.2	63.9	n/a	51.0	53.6	n/a	n/a	n/a
Drop Out Rate	1.4	1.6	0.9	2.6	2.2	2.2	Very High	Maintained	Excellent
Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Rutherford Scholarship Eligibility Rate	54.9	65.8	57.6	58.3	55.6	55.8	Low	Maintained	Issue
Safe and Caring	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Transition Rate (6 yr)	60.3	*	n/a	65.4	65.8	64.4	Intermediate	n/a	n/a
Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Achievement

- The drop out rate for EICS has improved reflecting a **very high achievement**
- The High School Completion rate (3 and 5 yrs) has been maintained at a **high rate**

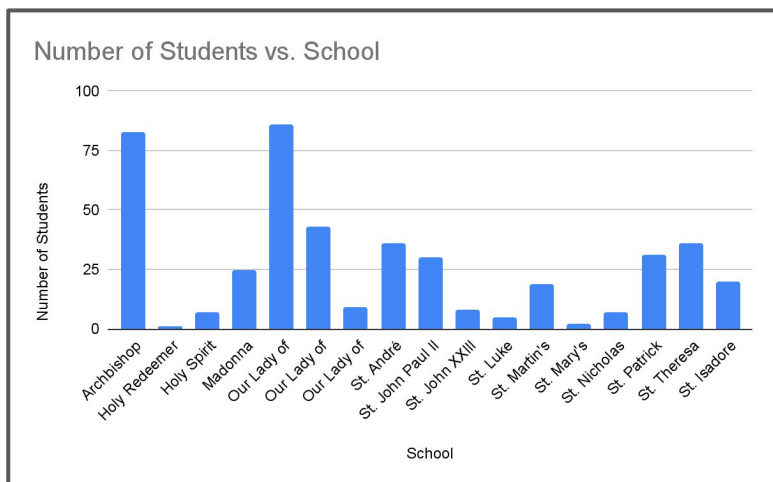
Areas for Growth

- A slight drop was noted with the 3-year diploma rate from
- A drop was noted with the Rutherford Scholarship eligibility rate

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

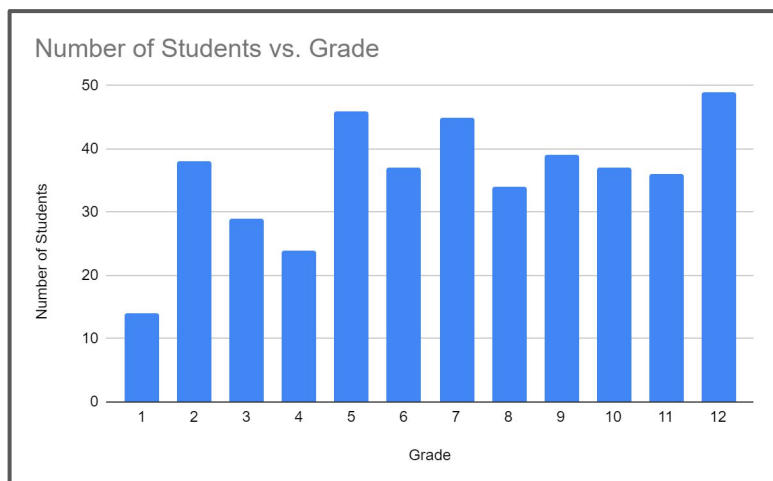
- Opportunities for growth in achievement exist for both the Acceptable Standard and the Standard of Excellence of the PAT exams. Both are below the provincial average of achievement in these areas.
- The Acceptable Standard and the Standard of Excellence of the Diploma exams are below the provincial average, making these opportunities for growth as well.

Supporting English Language Learners in Elk Island Catholic Schools



Achievements:

- Programming for ELLs
- Supporting 448 ELLs with targeted universal supports
- EAL Leads in each building
- Supporting teachers with scaffolding curricular outcomes



Areas of Growth

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

Divisional Supports

English Language Learners in EICS are supported in numerous ways. There is a designated English as an Additional Language Consultant at CLS and English as an Additional Language (EAL) Lead teacher in each school. The school-based lead teachers attend monthly PD sessions and have three one-on-one checkpoints throughout the year with the district consultant to support them with programming and strategies for their students. The EAL consultant and EAL leads support their teachers to monitor and assess language proficiency using the Alberta ESL Benchmarks and support their students with strategies for language acquisition. We provide professional learning to teachers through staff meetings, Collaborative Team Meetings and PD days. A number of our schools have formed a partnership with community based programming such as Actions for Healthy Communities to bridge culturally responsive teaching in the classroom.

EICS is committed to success and well-being for all students. The Division recognizes, as a system, school community wellness must be present for all stakeholders. Our strategies for improving wellness for 2020-2021 are primarily highlighted on the Wellness section of the Dashboard.



Wellness

Understanding the Context:

EICS is committed to success and well-being for all students. The Division recognizes that, as a system, school community wellness must be present for all stakeholders.

Outcome:

Provide students, staff and community with safe and caring environment.

Employee Engagement



Educational Transitions



Safe and Caring Schools



Student Health and Wellness



Staff Health and Wellness

Student Attendance



Site -

School Year: 2020-2021 (1) -

[Return Home](#)

2020-2021 Assurance Data

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.

2020/2021 represented the full implementation year in Elk Island Catholic's journey towards a fully implemented Wellness administrative procedure (AP168). This data driven work has had a significant impact on the wellbeing of Elk Island Catholic Schools.

Primary Strategies: Our strategies for improving our Wellness Goal for 2020-2021 are:

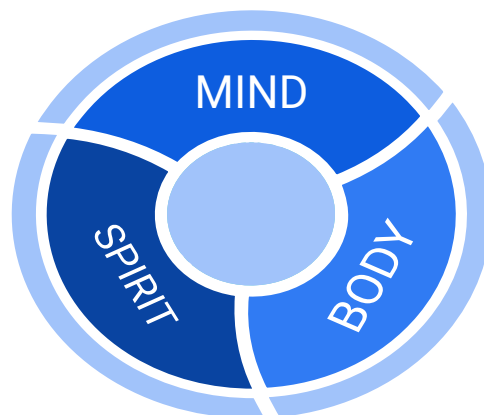
**Action the Wellness Administrative Procedure (AP 168) - Nutrition, Physical Literacy and Mental Health, to continue to support staff and student well-being*

**Engage Wellness Teams in the Division and Schools to prioritize workplace wellness*

Wellness Measures: Our Wellness measures include Division Assurance Survey results measuring employee engagement, student health and wellness, staff absenteeism rates, and student attendance rates. In addition, we also include the Alberta Education Assurance measure; success with safe and caring schools and educational transitions.

EICS Wellness Administrative Procedure includes physical literacy, mental health and nutrition; integrating the importance of wellness in body, mind and spirit. The full actioning of AP 168 demonstrated our full commitment to creating environments that support the well-being of each EICS staff member so that our staff can experience the joy of living life to the fullest. In ensuring staff wellness as a division priority, staff have an increased capacity to take care of our students. Division and School Wellness teams work collaboratively to foster healthy eating, active living and positive mental health.

In review of the results, overall staff are 90%+ satisfied with actionable workplace elements present in the workplace that represent staff engagement and staff wellness. We experienced a decrease by approximately 8% in the areas of student health and wellness and safe and caring schools. This is understandable with the turmoil experienced by our students, staff and families due to the pandemic.





Highlights include:

- 84.38% of parents, students and staff are satisfied with student engagement
- 81.09% of parents, students and staff are satisfied with student health and wellness
- 92.09% of parents, students and staff are satisfied with employee engagement
- 89% of parents, students and staff are satisfied with safe and caring schools
- Loose Parts Play program and our partnership with EverActive Schools continued to support physical literacy goals.
- Partnership initiated with University of Calgary to update our nutrition administrative procedure.
- Staff and student mental health continues to be a priority supported by increased FTE of our family wellness workers, access to outside service providers, and health champions and wellness teams.
- Our school teams continued to provide individual and universal mental health supports. The Division implemented a software monitoring system, Beacon, to help identify students at risk.
- Connections teams initiated in the spring of 2020 continued their work to support staff and families during the pandemic both virtually and in the schools. 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.
- Our Faith and Wellness Day shifted to a virtual experience and included an opening mass, keynote speaker, connection time and professional development workshops. 100% of staff offered positive feedback on the format and content of the day.
- Wellness teams in schools provided programming to support workplace wellness which impacted staff and student resiliency.

Elk Island Catholic Schools is committed to ongoing communication and engagement with educational partners to improve decision-making and assurance. Our strategies for improving Engagement and Improvement for 2020-2021 are primarily highlighted on the Engagement and Improvement section of the Dashboard.



Engagement and Improvement

Site: EICS (1) ▾

School Year: 2020-2021 (1) ▾

[Return Home](#)

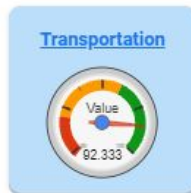
2020-2021 Assurance Data

Understanding the context:

EICS is committed to ongoing communication and engagement with educational partners to improve decision-making and assurance.

Outcome:

Provide partners with the opportunity to contribute to student success.



[Priority Based Budgeting](#)

\$ No data



EICS is committed to involving all educational stakeholders to improve division and school goals and outcomes. This is intentional involvement created with ongoing collaboration provides assurance and confidence students at EICS are getting the best possible Catholic education. This intentional input guides the division and the school on the future wanted.

Primary Strategies: Our strategies for improving our Engagement and Improvement goal:

Maintain transparency through continued generative stakeholder **engagements and communication strategies*

Enable ongoing communication through various mediums between the **division, classroom and home*

Provide safe and effective **transportation*

Maintain **school facilities that are safe, clean and support effective education*

Engagement and Improvement Measures:

Our Engagement and Improvement measures include Division Assurance Survey results measuring parent involvement, communications, community engagement, school and parish partnership, satisfaction with adequacy of resources, school facilities and transportation.

In addition, we also include the Alberta Education Assurance measure; school improvement.

In review of the results, areas of concern:

- Overall parents and staff are 69.34% satisfied with parental involvement. This represents a 18.68% decrease from the previous year.
- Parent satisfaction is 59.23% with divisional community engagement signifying dissatisfaction with their voice being heard in important decisions of the School or Division.

Limited accessibility to school buildings, lack of extracurricular activities, and significant changes to the format of school milestone celebrations (farewells, graduation, award ceremonies) negatively impacted parents' feelings of connection to their child's school. The unpredictability of schools' learning environments -- in-person, online or some variation thereof -- during the pandemic has had an impact on communication between the division, schools, classrooms and families.

Highlights include:

- Overall parents, staff and students are 89.53% satisfied with a safe, clean and effective school facilities. This result has been trending up over the past three years.
- Overall parents, staff and students are 92.18% satisfied with transportation services
- Increased attendance at school parent, teacher, student conferences due to online delivery
- Increased attendance at School Council meetings and Catholic Education Parent Advisory Council (CEPAC) due to online delivery

How to Read the Assurance Measure Results Report

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 3 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 tables below shows the range of values defining the 5 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

Measure	Very Low	Low	Intermediate	High	Very High
4-year High School Completion	0.00 - 71.57	71.57 - 78.63	78.63 - 87.93	87.93 - 91.45	91.45 - 100.00
Diploma Exam Participation Rate (4+ Exams)	0.00 - 36.23	36.23 - 41.92	41.92 - 58.66	58.66 - 71.19	71.19 - 100.00
Drop Out Rate	100.00 - 9.40	9.40 - 6.90	6.90 - 4.27	4.27 - 2.79	2.79 - 0.00
Program of Studies	0.00 - 66.31	66.31 - 72.65	72.65 - 78.43	78.43 - 81.59	81.59 - 100.00
Rutherford Scholarship Eligibility Rate	0.00 - 47.98	47.98 - 55.78	55.78 - 68.95	68.95 - 74.96	74.96 - 100.00
Safe and Caring	0.00 - 77.62	77.62 - 81.05	81.05 - 84.50	84.50 - 88.03	88.03 - 100.00
School Improvement	0.00 - 65.25	65.25 - 70.85	70.85 - 78.28	78.28 - 80.41	80.41 - 100.00
Transition Rate (4 yr)	0.00 - 21.96	21.96 - 30.52	30.52 - 44.34	44.34 - 61.50	61.50 - 100.00
Transition Rate (6 yr)	0.00 - 35.49	35.49 - 49.47	49.47 - 62.88	62.88 - 72.76	72.76 - 100.00
Work Preparation	0.00 - 66.92	66.92 - 72.78	72.78 - 77.78	77.78 - 86.13	86.13 - 100.00

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 takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes.

The table below shows the definition of the 5 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

Alberta Education Assurance Measure Results Report

Alberta Education's new Assurance Framework came into effect provincially on September 1, 2020 replacing the previous Accountability Pillar and Accountability Framework. Alberta Education has provided all school jurisdictions with Assurance Measure Results Reports based on this new Assurance Framework. The reports also include results of the new Alberta Education Assurance Survey that was conducted in the spring of 2020-2021.

The Spring 2021 "Required Alberta Education Assurance Measures - Overall Summary" Report provides results for 12 Assurance Measures within 4 Assurance Domains:

- **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

In addition, Alberta Education released "Supplementary Measures" to provide consistency for jurisdictions using specific results in their planning. As 2020-2021 was a pilot year for the new provincial Assurance Survey and results were impacted by the pandemic, caution should be used when interpreting survey results over time. In the absence of Diploma Exams, the achievement level for diploma courses was determined solely by school-awarded marks. Caution should be used when interpreting High School Completion rate over time.

Alberta Education Assurance Measures - Overall Summary - Spring 2021

Assurance Domain	Measure	Elk Island CSRD #41			Alberta			Measure Evaluation		
		Current Results	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	84.5	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	83.6	82.8	83.2	83.2	83.3	83.0	n/a	n/a	n/a
	High School Completion Rate (3 yr)	91.1	91.4	90.6	83.4	80.3	79.6	Very High	Maintained	Excellent
	High School Completion Rate (5 yr)	92.3	94.6	93.0	86.2	85.3	84.8	Very High	Maintained	Excellent
	PAT: Acceptable	n/a	n/a	79.2	n/a	n/a	73.7	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	17.7	n/a	n/a	20.3	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	86.6	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	n/a	n/a	23.1	n/a	n/a	24.1	n/a	n/a	n/a
Teaching and Learning	Education Quality	90.5	89.6	89.6	89.6	90.3	90.2	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments	87.3	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	82.8	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	76.4	78.3	79.4	79.5	81.8	81.4	n/a	n/a	n/a

Alberta Education Assurance Measures - Supplementary Measures - Spring 2021

Measure	Elk Island CSRD #41			Alberta			Measure Evaluation		
	Current Results	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Program of Studies	83.0	81.7	82.7	81.9	82.4	82.1	n/a	n/a	n/a
Rutherford Scholarship Eligibility Rate	76.2	79.7	77.1	68.0	66.6	64.9	Very High	Declined Significantly	Acceptable
Safe and Caring	89.9	88.4	88.7	90.0	89.4	89.1	n/a	n/a	n/a
School Improvement	81.9	78.4	80.2	81.4	81.5	81.0	n/a	n/a	n/a
Transition Rate (6Year)	73.0	72.2	70.6	60.0	60.3	59.5	Very High	Maintained	Excellent

*2020/2021 administration of the Alberta Education Assurance Survey was a pilot

*participation in the Diploma Exams and PATs was impacted by Covid-19

Alberta Education Assurance Measures - First Nations, Métis and Inuit

Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

Authority: 0046 The Elk Island Catholic Separate School Division (FNMI)



Assurance Domain	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
Student Growth and Achievement	Student Learning Engagement	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
	3-year High School Completion	79.1	95.0	90.6	62.0	55.9	55.6	Intermediate	Declined	Issue
	5-year High School Completion	89.7	87.7	90.0	68.1	65.0	63.4	High	Maintained	Good
	PAT: Acceptable	n/a	n/a	69.1	n/a	n/a	52.9	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	9.4	n/a	n/a	7.0	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	82.9	n/a	n/a	77.1	n/a	n/a	n/a
Teaching & Leading	Diploma: Excellence	n/a	n/a	13.3	n/a	n/a	11.2	n/a	n/a	n/a
	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Alberta Education Assurance Measures - English as a Second Language

Required Alberta Education Assurance Measures - Overall Summary

Spring 2021

Authority: 0046 The Elk Island Catholic Separate School Division (ESL)



Assurance Domain	Measure	Elk Island Catholic Separate S (ESL)			Alberta (ESL)			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	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
	3-year High School Completion	85.7	81.0	85.6	78.7	74.1	75.0	High	Maintained	Good
	5-year High School Completion	100.0	95.5	95.5	86.9	85.0	84.9	Very High	Maintained	Excellent
	PAT: Acceptable	n/a	n/a	65.3	n/a	n/a	69.8	n/a	n/a	n/a
	PAT: Excellence	n/a	n/a	6.6	n/a	n/a	16.0	n/a	n/a	n/a
	Diploma: Acceptable	n/a	n/a	71.2	n/a	n/a	73.2	n/a	n/a	n/a
Teaching & Leading	Diploma: Excellence	n/a	n/a	12.4	n/a	n/a	16.0	n/a	n/a	n/a
	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

*2020/2021 administration of the Alberta Education Assurance Survey was a pilot

*participation in the Diploma Exams and PATs was impacted by Covid-19

EICS Assurance Survey Comparison to Alberta Education Assurance Survey

2020-2021 EICS Assurance Survey Response Rate:

Parents: 2446 Staff: 600 Students: 3947

2020-2021 Alberta Education Assurance Measure Survey Average Response Rate:

Parents: 290 Staff: 290 Students: 1200

In 2020-2021, Alberta Education replaced the Accountability Pillar Survey with the Alberta Education Assurance Measure Survey. EICS administered the Alberta Education survey in addition to our Assurance Survey. The EICS Assurance Survey response rate provides a comprehensive representation of the division parents, staff and students.

Assurance Survey

Accountability Survey

Assurance Domain	Measure	EICS			Elk Island CSRD #41			Alberta			Measure Evaluation		
		Assurance Survey Current	Previous Year Result	Prev 3 Year Average	Current Results	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	84.82	92.51	85.22	84.5	n/a	n/a	85.6	n/a	n/a	n/a	n/a	n/a
	Citizenship	86.49	91.21	89.23	83.6	82.8	83.2	83.2	83.3	83.0	n/a	n/a	n/a
	High School Completion Rate (3 yr)				91.1	91.4	90.6	83.4	80.3	79.6	Very High	Maintained	Excellent
	High School Completion Rate (5 yr)				92.3	94.6	93.0	86.2	85.3	84.8	Very High	Maintained	Excellent
	PAT: Acceptable				n/a	n/a	79.2	n/a	n/a	73.7	n/a	n/a	n/a
	PAT: Excellence				n/a	n/a	17.7	n/a	n/a	20.3	n/a	n/a	n/a
	Diploma: Acceptable				n/a	n/a	86.6	n/a	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence				n/a	n/a	23.1	n/a	n/a	24.1	n/a	n/a	n/a
	Teaching and Learning	Education Quality	91.16	93.52	92.28	90.5	89.6	89.6	89.6	90.3	90.2	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments	90.52	93.73	92.53	87.3	n/a	n/a	87.8	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	New question			82.8	n/a	n/a	82.6	n/a	n/a	n/a	n/a	n/a

Measure	EICS			Elk Island CSRD #41			Alberta			Measure Evaluation		
	Assurance Survey Current	Previous Year Result	Prev 3 Year Average	Current Results	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Program of Studies	77.81	87.17	85.41	83.0	81.7	82.7	81.9	82.4	82.1	n/a	n/a	n/a
Rutherford Scholarship Eligibility Rate				76.2	79.7	77.1	68.0	66.6	64.9	Very High	Declined Significantly	Acceptable
Safe and Caring	90.52	93.74	92.68	89.9	88.4	88.7	90.0	89.4	89.1	n/a	n/a	n/a
School Improvement	69.19	81.75	80.17	81.9	78.4	80.2	81.4	81.5	81.0	n/a	n/a	n/a
Transition Rate (6Year)				73.0	72.2	70.6	60.0	60.3	59.5	Very High	Maintained	Excellent

Assurance Measures Report and EICS Assurance Survey

EICS conducts a division Assurance Survey in conjunction with Alberta Education Education Assurance Survey to engage stakeholders with respect to the quality of Catholic education provided. Students, staff and parents/guardians of students enrolled in EICS are invited to participate.

Three separate survey instruments are administered including one for:

- students in grades 4 to 12
- parents/guardians of all students; and
- staff.

Target Population and Response Rates:

The number of Division surveys expected and received are:

	Surveys Expected	Responses Received	Percent Received
Grades 4-12	5037	3947	78%
Parents/Guardians	6611	2446	37%
Staff	655	600	92%

The results shared alongside local measures help to identify areas for improvement and continued growth in the division and school education assurance plans. EICS staff at the school authority and school levels are in the best position to appropriately interpret, analyze, use and communicate school authority and school results in the local context.

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

- ❖ Faith Formation
 - Provide students, staff, and community with a faith permeated environment and enhance the Faith Formation of all staff and students
- ❖ Quality Teaching and Learning
 - Provide appropriate supports to ensure Success for All students
- ❖ Wellness
 - Provide students, staff and the community with a safe and caring environment
- ❖ Engagement and Improvement
 - Provide partners with the opportunity to contribute to student success

The EICS Education Assurance Success Measure Dashboard provides ongoing real-time results of each of the goals.

School Education Assurance Plans

The School Education Assurance Plans and corresponding Dashboard for each school are posted on their school website for public reference. In support of building leadership capacity in each of the leadership standards and leading the work of assurance, EICS uses the [Active School Engagement](#) process to shape and guide our conversations as we work together in support of achieving our assurance goals: faith formation, quality teaching and learning, wellness and communication and engagement.

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. This process is a true commitment to open and transparent dialogue and decision making.

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.

Sherwood Park and Strathcona County Schools:

[Archbishop Jordan Catholic High School](#)
[École Our Lady of Perpetual Help Catholic School](#)
[École Pere Kenneth Kearns Catholic School](#)
[Holy Redeemer Catholic School](#)
[Holy Spirit Catholic School](#)
[Madonna Catholic School](#)
[St. Isidore Learning Centre](#)
[St. Luke Catholic School](#)
[St. Nicholas Catholic School](#)
[St. Theresa Catholic School](#)

Fort Saskatchewan Schools:

[Our Lady of the Angels Catholic School](#)
[St. André Bessette Catholic School](#)
[St. John XXIII Catholic School](#)
[St. John Paul II Catholic School](#)

Camrose Schools:

[Our Lady of Mount Pleasant Catholic School](#)
[St. Patrick Catholic School](#)

Vegreville Schools:

[St. Martin's Catholic School](#)
[St. Mary's Catholic School](#)

 <p>Faith</p>	 <p>Quality Teaching and Learning</p>	 <p>Wellness</p>	 <p>Engagement and Improvement</p>
<p>95% of parents, staff, and students agree the school celebrates its Catholic Identity through celebrations, symbols, and other visible signs.</p> <p>91% of parents, staff and students, staff agree the schools are enhancing the faith of students and that the school embodies the teachings of Jesus Christ.</p> <p>91% of parents, staff and students agree the school staff demonstrate that Catholic values are important.</p> <p>84% of parents, staff and students agree the students model the characteristics of active citizenship.</p>	<p>88% parents, staff and students satisfied with the overall quality of basic education.</p> <p>78% of parents, staff and students are satisfied with the opportunity for students to receive a broad program of studies.</p> <p>89% of parents, staff and students agree that technology integration is enhancing student learning.</p> <p>84% of students agree the school is providing social, academic and intellectual engagement at school and in the classroom.</p> <p>93% of staff satisfied with the professional development opportunities provided by the school and division.</p> <p>81% of staff and parents who view positively the progress from student interventions.</p>	<p>84% of parents and staff satisfied with school supports to transition students to the next grade and beyond, and that students are taught attitudes and behaviours that will make them successful at work when they finish school.</p> <p>89% of parents, staff and students are satisfied that the school is providing a safe and caring environment.</p> <p>81% of parents, staff and students are satisfied with the comprehensive health programs that support student physical and mental wellness.</p> <p>92% of staff wellness as measured through actionable workplace engagement elements.</p>	<p>69% of parents and staff satisfied with parental involvement in decisions about their child's education.</p> <p>65% of parents, staff, and students indicate that the school has improved or stayed the same in the past three years.</p> <p>84% of parents satisfied with classroom, school, and EICS communications.</p> <p>59% of parents satisfied that EICS provides them opportunities to have a voice in the important decisions of the Division or School.</p> <p>84% of parents, staff, and students are satisfied with the partnership between school, parish, and home.</p> <p>89% of staff who agree that they have the supplies and materials to do their job.</p> <p>90% parents, staff, and students are satisfied that students are provided a safe, clean, and effective facility.</p> <p>82% of parents, staff and students satisfied that students have a safe and effective bus ride to school.</p>

The First Nations, Métis and Inuit results reported for the Alberta Education Assurance Measures only include students that self-identified as First Nations, Métis or Inuit on student registration forms.

High School Completion Rate (3-year) is the percentage of students in the Grade 10 Cohort who have completed high school by the end of their third year.

Post-Secondary Transition Rate (6-year) is the percentage of students in the Grade 10 Cohort who have entered a post-secondary-level program at an Alberta post-secondary institution or registered in an Alberta apprenticeship program within six years of entering grade 10.

Diploma Exam Participation Rate (4+Exams) is the percentage of students in the Grade 10 Cohort who have written four or more diploma exams by the end of their third year in high school.

Drop Out Rate is the percentage of students aged 14 to 18 years registered in the Alberta Kindergarten to Grade 12 system who drop out the following year. A student is considered to have dropped out if there is no evidence of participation in the Alberta education system the following year or did not complete high school.

Rutherford Scholarship Eligibility Rate is the percentage of Alberta grade 12 students who have met the eligibility criteria for a Rutherford Scholarship based on course marks in grades 10, 11 and/or 12.

Survey Measures

In public, separate and Francophone schools all students in grades 4, 7 and 10; their parents; and all teachers are included in the survey.