

Jurisdiction Results Report Elk Island Catholic School District 2021 - 2022

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Accountability Statement

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 priorities and corresponding division outcomes and 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 domains 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.

The Board approved this report for 2021-2022 on December 14, 2022.

Le-Ann Ewaskiw
Chair, Board of Trustees
Elk Island Catholic School Division



Paul Corrigan
Superintendent of Schools
Elk Island Catholic School Division



Whistleblower Protection

Section 32 of the Public Interest Disclosure Act (2013) requires that school authorities include their annual report of disclosures in their AERR. Elk Island Catholic School Division did not have any disclosures this year, therefore, there is nothing to report.

Our Context

Elk Island Catholic Schools (EICS), part of Alberta's publicly-funded education system, proudly serves over 7,300 students in the communities of Camrose, Fort Saskatchewan, Sherwood Park, Strathcona County and Vegreville.

Elk Island Catholic Schools (EICS) warmly welcomes students and families to the EICS community. Our mission is to develop educational opportunities in the context of Gospel values. Quality Catholic education programming for Kindergarten to Grade 12 ensures all students' gifts and talents are celebrated and nurtured through lifelong spiritual and personal experiences.

Elk Island Catholic Schools (EICS) is a place for students to grow and discover who they are and where they want to go in life. From Kindergarten through Grade 12, education is the activity that opens doors to the future. EICS believes every student deserves the opportunity to excel and succeed. We strive to ensure that every child - at every age - has this opportunity by providing:

- Responsive and diverse faith based educational programs.
- Outstanding staff and excellent teaching standards, technology, and facilities.
- Service based on strong ethics and values.
- Up-to-date technology and facilities.
- Community involvement in a division composed of urban and rural school communities.



Seeing Christ in Everyone

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

Our Schools

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

Opening Fall 2025

BLESSED CARLO ACUTIS CATHOLIC HIGH SCHOOL (9-12)

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

Introduction to the Report

The Elk Island Catholic School Division's annual Jurisdiction Results Report provides a summary of results for the 2021-2022 school year. This represents the final year of the four year assurance cycle. The 2018-2022 Division Education Assurance Plan set out how we moved forward in realizing our priorities and those of the province. The Division Education Assurance Dashboard provides ongoing real-time results of each of the priorities.

The interruption to the 2021-2022 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 priorities and their corresponding School Education Assurance Dashboard also provides ongoing real-time results.

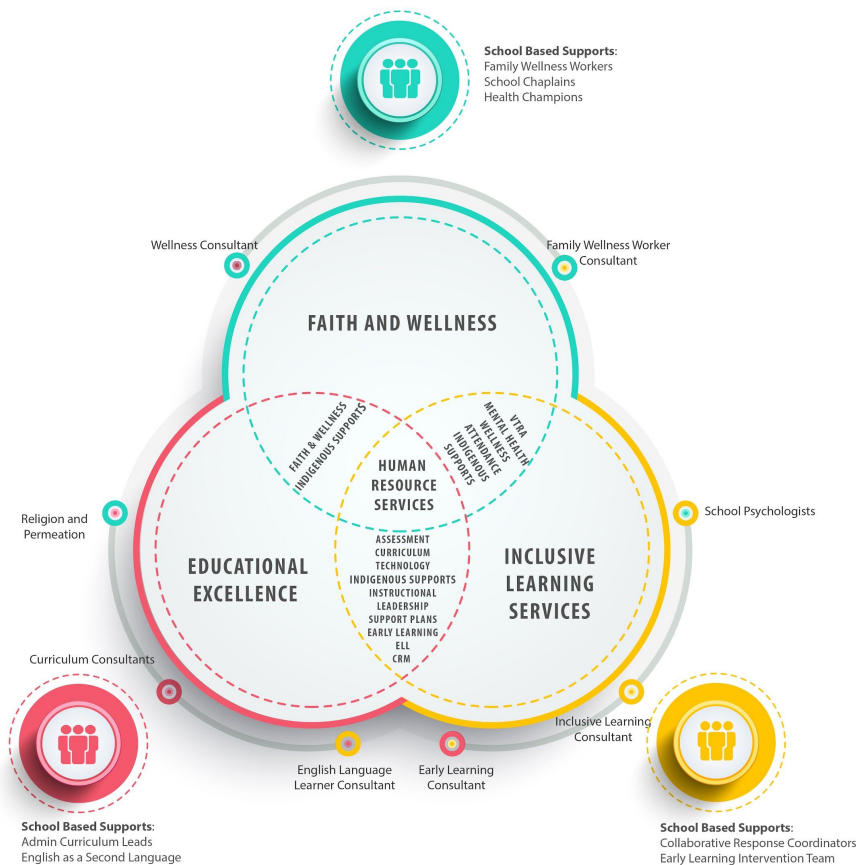


Division and School Assurance - Continuous Improvement and Evidence-Informed Decision Making

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.



Division and School Assurance - Continuous Improvement and Evidence-Informed Decision Making

This document is the Division's Jurisdiction Results Report for 2021-2022. This report is compiled after the careful review of the Alberta Education Assurance Measures, Division Education Assurance Plan priorities and each of the Schools Education Assurance Plans.

Elk Island Catholic Schools (EICS) and its family of schools develops their education plan in alignment with the 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 2021-2022 school year is year four and the final year 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 analysis of Alberta Education Assurance Measures, EICS Assurance Survey and local measures 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

Division and School Assurance - Continuous Improvement and Evidence-Informed Decision Making

In support of building leadership capacity as instructional leaders and leading the work of assurance, the *Active School Engagement* process serves to enhance the process. Every six weeks, Senior Leadership visits each school to enhance their knowledge and understanding of each school. We work in collaboration with the school leadership team with a focus on data-driven conversations and continually using classroom, school, division, and provincial data to improve the K-12 experience for our students. Through purposeful presence in our schools, we are ensuring active practice around our four division goals. The visual represents the four major components that shape and guide instructional leadership conversations as we work together in support of achieving our assurance goals.



In alignment with our mission, EICS holds the beliefs that:

- Jesus Christ and his teachings are the foundation and core of our division.
- A quality education is a continuing process that develops the whole person in an environment which encourages success.
- We live out the Catholic faith through our words, actions and our interactions.
- Catholic education is a shared responsibility between home, the school, the parish and the community.
- Education is a lifelong journey during which excellence is actively pursued.
- Everyone has worth and dignity as a unique creation of God.

Mission: We are a Catholic community committed to developing educational opportunities in the context of Gospel values, where students' gifts and talents are celebrated and nurtured through lifelong spiritual and personal experiences.

School Education Assurance Plan Analysis

Each school develops a School Education Assurance Plan based on a comprehensive analysis of the school year. The analysis and plans are presented to each school's stakeholder groups and to senior administration prior to posting on the individual school's web page. The following analyses inform this report.

Sherwood Park - 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 PAUL II CATHOLIC SCHOOL](#)

[ST. JOHN XXIII CATHOLIC SCHOOL](#)

Vegreville Schools

[ST. MARTIN'S CATHOLIC SCHOOL](#)

[ST. MARY'S CATHOLIC SCHOOL](#)

Camrose Schools

[OUR LADY OF MOUNT PLEASANT CATHOLIC SCHOOL](#)

[ST. PATRICK CATHOLIC SCHOOL](#)

Navigating Year 3 of a Pandemic School Year

The Jurisdiction Results Report captures the summary of the 2021-2022 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. Division and school operations were far from typical. The school year started with public health measures to lessen the spread of Covid-19 variant. By the end of November, the Omicron variant cases were at a record high, the province mandated additional public health measures and our winter break was extended to help stop the spread. EICS responded with operational refinements: masking, proof of vaccination, enhanced cleaning, stay at home guidelines, occupancy limits, and visitor restrictions. These decisions impacted every student in our division from reduced instruction, stress on their mental health and sense of unease anticipating what next. Our goal was to continue strong lines of communication with all of our stakeholders; students, staff and parents and support to the best of our ability.

Highlights from the school year:

Faith:

- Our faith theme, *Called to More*, was a catalyst for moving staff, students and parents forward with hope and faith;

Quality Teaching and Learning

- Continued staggered entry for all grade levels in September allowed for greater connections, routines and structures;
- Colleagues worked collaboratively to adapt to a modified learning environment to best support students (classroom and lesson design, technology support, mental well-being);
- Intentionally addressing learning gaps with supported interventions in both Literacy and Math grades 1-3;
- Multiple levels of professional learning supports to meet the needs of our staff before, during and after school
 - Face to face
 - Blended
 - Online

Wellness

- Online monthly workshops, “Happy Half Hour” to support staff wellbeing;
- Division virtual dance event in partnership with Dance Play

Engagement and Improvement

- Choice to attend School Council meetings, parents teacher student conferences allowed for greater participation.

Our Priorities - Corresponding Domains

Faith Formation



*Local and Societal Context

**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.*

Quality Teaching And Learning



*Student Growth and Achievement - Teaching and Leading - Learning Supports

**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)*

Wellness



*Learning Supports - Local and Societal Context

**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*

Engagement and Improvement



*Local and Societal Context - Governance

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

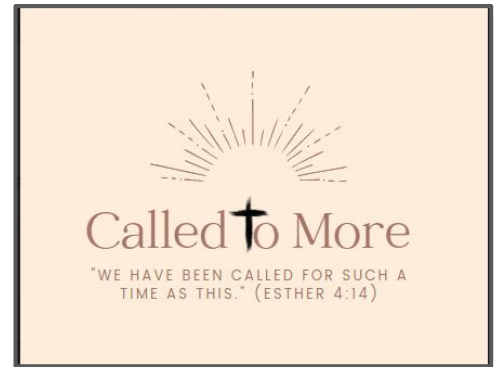
Enable ongoing communication through various mediums between the **division, classroom and home*

Provide safe and effective **transportation*

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

Faith Formation 2021-2022: Called to More

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 2021-2022 are primarily highlighted on the Faith Formation section of the EICS 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.

Site: [dropdown]
 School Year: 2021-2022 (1) [dropdown]
[Return Home](#)
2021-2022 Assurance Data

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](#)



As a faith based learning community, we are committed to continuous improvement of the faith formation learning experiences and spiritual growth of all staff and 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, and with purpose. This year, we move to the theme of "Called to More." Our call is to help each other see ourselves as our Heavenly Father sees us, to understand that we are called to be like Jesus in our day to day interactions. We are called to greatness. As Pope Francis has shared, "Education is one the most effective ways of making our work and history more human. Education is above all a matter of love and responsibility handed down from one generation to another."

Faith Formation 2021-2022: Called to More

Called To More was a timely theme in light of the school year where we navigated the pandemic and a return to normal. We were called to a growth mindset as we engaged with our priests, elders, chaplains, administration, students, parents and community at large. Our theme assisted us in gaining a clear sense of the person God wants us to be.

Our primary strategies for improving our Faith Goal for 2021-2022:

**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 EICS 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.

Results

In review of the results, overall parents, staff and students are 94%+ are satisfied with our commitment to a faith permeated environment and the faith formation of staff and students. This represents a 4% increase from the previous year.



Faith Formation 2021-2022: Called to More

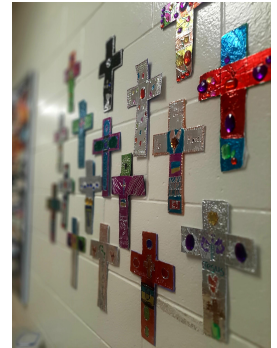
Highlights

- 93.4% of parents, students and staff are satisfied with student faith formation
- 95.2% of parents, students and staff are satisfied with staff faith formation
- 97.8% of parents, students and staff are satisfied with school faith environment
- 95.5% of parents, students and staff are satisfied with school and parish partnerships
- 90.1% of parents, students and staff are satisfied with students model active citizenship
- Faith integration is supported by our EICS Priests taking an active online and in person presence in our school communities.
- School Chapels in our schools provide a faith sanctuary, highlights the importance we place on our faith and supports spiritual and academic growth.
- Continued support to fully implement “Growing in Faith, Growing in Christ” Religion program
- Catholic world views are infused into curriculum in all subject areas through our High School Humanities Faith Integration Project.
- School planning time to integrate faith into all subject areas from K-12.
- Chaplains received communication and formation supports through a weekly “Chaplain Communication” email as well as regular meetings and support throughout the year.
- Staff Faith Formation sessions held on Sunday afternoons, 8 times a year, were well attended.
- Staff and students participated in Catholic Education Sunday, Catholic Education week, and student sacraments.



Faith Formation 2021-2022: Called to More

- 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.
- Elementary student faith retreats led by Face to Face Ministries supporting our students to encounter Christ and embrace his call to holiness.
- High school students had the opportunity to live their faith and participate in the virtual NCYC retreat.
- 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.
- Provide theory and resources to division consultants on permeation of faith into work with staff.



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 2021-2022 are primarily highlighted on the Quality Teaching and Learning section of the EICS Dashboard.



Our primary strategies for improving our Quality Teaching and Learning Goal for 2021-2022:

*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

Our Quality Teaching and Learning measures include a combination of provincial and local measures. The Alberta Education Assurance Measures are linked to the assurance domains. These results measure the 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 three year average. Due to Covid-19, the Provincial Achievement Tests and the Diploma Exams were not written by all students in January 2022.

Alberta Education Assurance Measures - Overall Summary - Fall 2022

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	85.4	84.5	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	83.0	83.6	82.7	81.4	83.2	83.1	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)	87.0	91.1	90.7	83.2	83.4	81.1	High	Declined	Acceptable
	High School Completion Rate (5 yr)	95.6	92.3	93.1	87.1	86.2	85.6	Very High	Improved	Excellent
	PAT: Acceptable	70.9	n/a	78.3	67.3	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	14.4	n/a	17.8	18.0	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	78.8	n/a	86.9	75.2	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	19.6	n/a	22.6	18.2	n/a	24.0	n/a	n/a	n/a
Teaching and Leading	Education Quality	89.9	90.5	89.4	89.0	89.6	90.3	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments	86.1	87.3	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	82.4	82.8	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	82.0	76.4	78.5	78.8	79.5	81.5	High	Improved	Good

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	90.5	84.4	88.9	85.4	84.5	n/a	85.1	85.6	n/a	n/a	n/a	n/a
	Citizenship	92.2	86.5	90	83.0	83.6	82.7	81.4	83.2	83.1	Very High	Maintained	Excellent
	High School Completion Rate (3 yr)				87.0	91.1	90.7	83.2	83.4	81.1	High	Declined	Acceptable
	High School Completion Rate (5 yr)				95.6	92.3	93.1	87.1	86.2	85.6	Very High	Improved	Excellent
	PAT: Acceptable				70.9	n/a	78.3	67.3	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence				14.4	n/a	17.8	18.0	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable				78.8	n/a	86.9	75.2	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence				19.6	n/a	22.6	18.2	n/a	24.0	n/a	n/a	n/a
Teaching and Learning	Education Quality	94.1	92.5	93.4	89.9	90.5	89.4	89.0	89.6	90.3	Very High	Maintained	Excellent
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments	93.2	93.3	93.3	86.1	87.3	n/a	86.1	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services				82.4	82.8	n/a	81.6	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	86.4	70.1	81.6	82.0	76.4	78.5	78.8	79.5	81.5	High	Improved	Good

Quality Teaching and Learning

Alberta Education Assurance Measures - Supplementary Measures - Fall 2022

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
Diploma Exam Participation Rate	n/a	n/a	72.6	n/a	n/a	56.6	n/a	n/a	n/a
Drop Out Rate	2.3	1.2	0.8	2.3	2.6	2.6	Very High	Declined Significantly	Acceptable
In Service Jurisdiction Needs	92.7	90.3	88.3	83.7	84.9	85.1	Very High	Improved	Excellent
Lifelong Learning	83.2	79.6	64.4	81.0	82.1	72.0	Very High	Improved Significantly	Excellent
Program of Studies	84.1	83.0	82.1	82.9	81.9	82.3	Very High	Improved	Excellent
Program of Studies- At Risk Students	83.1	82.7	82.5	81.9	82.7	84.8	Low	Maintained	Issue
Rutherford Scholarship Eligibility Rate	79.0	76.2	77.3	70.2	68.0	66.4	Very High	Maintained	Excellent
Safe and Caring	88.7	89.9	88.2	88.8	90.0	89.2	Very High	Maintained	Excellent
Satisfaction with Program Access	72.6	70.9	68.9	72.6	71.8	74.1	Intermediate	Improved Significantly	Good
School Improvement	76.0	81.9	79.0	74.2	81.4	81.3	Intermediate	Declined Significantly	Issue
Transition Rate (6Year)	80.3	73.0	71.2	60.3	60.0	59.8	Very High	Improved Significantly	Excellent
Work Preparation	89.4	84.3	79.0	84.9	85.7	83.5	Very High	Improved Significantly	Excellent

Measure	EICS	Previous Year Result	Prev 3 Year Average	Elk Island CSRD #41			Alberta			Measure Evaluation		
	Assurance Survey Current			Current Results	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Diploma Exam Participation Rate				n/a	n/a	72.6	n/a	n/a	56.6	n/a	n/a	n/a
Drop Out Rate				2.3	1.2	0.8	2.3	2.6	2.6	Very High	Declined Significantly	Acceptable
In Service Jurisdiction Needs	96.4	94.4	91.6	92.7	90.3	88.3	83.7	84.9	85.1	Very High	Improved	Excellent
Lifelong Learning	Part of Citizenship			83.2	79.6	64.4	81.0	82.1	72.0	Very High	Improved Significantly	Excellent
Program of Studies	86.1	77.8	83.4	84.1	83.0	82.1	82.9	81.9	82.3	Very High	Improved	Excellent
Program of Studies- At Risk Students	87.4	86.8	86.2	83.1	82.7	82.5	81.9	82.7	84.8	Low	Maintained	Issue
Rutherford Scholarship Eligibility Rate				79.0	76.2	77.3	70.2	68.0	66.4	Very High	Maintained	Excellent
Safe and Caring	93.2	90.5	92.5	88.7	89.9	88.2	88.8	90.0	89.2	Very High	Maintained	Excellent
Satisfaction with Program Access	Part of Broad Program			72.6	70.9	68.9	72.6	71.8	74.1	Intermediate	Improved Significantly	Good
School Improvement	84.1	69.2	78.4	76.0	81.9	79.0	74.2	81.4	81.3	Intermediate	Declined Significantly	Issue
Transition Rate (6Year)				80.3	73.0	71.2	60.3	60.0	59.8	Very High	Improved Significantly	Excellent
Work Preparation	94.5	90.1	91.4	89.4	84.3	79.0	84.9	85.7	83.5	Very High	Improved Significantly	Excellent

Quality Teaching and Learning

The EICS Assurance Survey combines the Alberta Education Assurance survey questions along with our local survey questions. The comprehensive results embedded into our public facing assurance dashboard is our main tool to stay informed about how the jurisdiction is doing relative to the outcomes. 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 provincial average is a testament to the satisfaction of our stakeholders with our system providing depth and breadth to specific measures. The 2021-2022 results confirm the Division continues to show positive achievement in several areas.

EICS Celebrates

- Outperforming the province in the majority of the measures
- Student Learning Engagement - 90.5% compared to provincial average of 85.1%
- Citizenship - 92.2% compared to provincial average of 81.4%
- 5Yr High School Completion Rate - 95.6% compared to provincial average of 87.1%
- Education Quality - 94.1% compared to provincial average of 89%
- Welcoming, Caring, Respectful and Safe Learning Environments - 93.2% compared to provincial average of 86.1%
- Parental Involvement - 86.4% compared to provincial average of 78.8%
- Drop Out Rate -2.3% Very High with a significant decline
- In Service Jurisdiction Needs - 96.4% compared to provincial average of 83.7%
- Lifelong Learning - 83.2% compared to provincial average of 81.0%
- Program of Studies - 86.1% compared to provincial average of 82.9%
- Program of Studies-At Risk - 87.4% compared to provincial average of 81.9%
- Rutherford Eligibility - 79% compared to provincial average of 70.2%
- Safe and Caring - 93.2% compared to provincial average of 88.8%
- Transition Rate - 80.3% compared to provincial average of 60.3%
- Work Preparation - 94.5% compared to provincial average of 84.9%

Opportunities for Improvement

- Provincial achievement tests excellence below the provincial average by 3.6%
- Address the significant decline in the Drop Out Rate - 1.1%

Quality Teaching and Learning

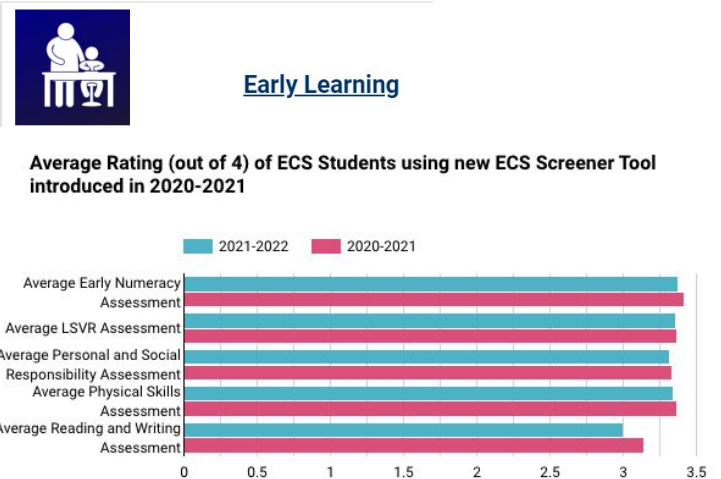
Complimentary to the provincial measures, division local measures continues to drive our improvement of quality teaching and learning in the areas of literacy and numeracy.

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 differentiate student supports.

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

Early Learning:

EICS Kindergarten Early Learning Assessment 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.



High quality early years programming provides crucial developmental benefits giving all children the opportunity to thrive throughout their lives. In ECS programs, young children participate as active learners, build a shared set of experiences and develop knowledge, skills and attitudes that prepare them for subsequent learning.

The EICS Kindergarten Early Learning Assessment 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.

The EICS Kindergarten Early Learning Assessment is intended to be completed over the first few weeks of school. The purpose of the screener is to gather information to create learning experiences that are responsive to the needs of the child and the classroom.

The screener is developed to be integrated into the daily classroom routines and activities, and not an individualized pull out, and does not need to be completed in any specific order.

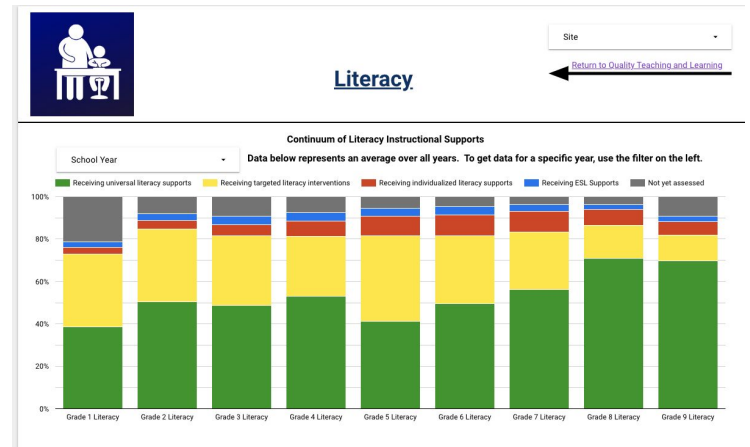
The results help guide student supports, improve teacher practices and identify issues that are relevant to an individual child's success at school.

Quality Teaching and Learning

Literacy

Continuum of Literacy Instructional Supports:

Literacy assessment tools are used to inform classroom teaching and identify students in need of literacy supports and interventions. This includes Phonological Assessment, Benchmark Assessment System, GB+, Star Reading and ESL Benchmarks.

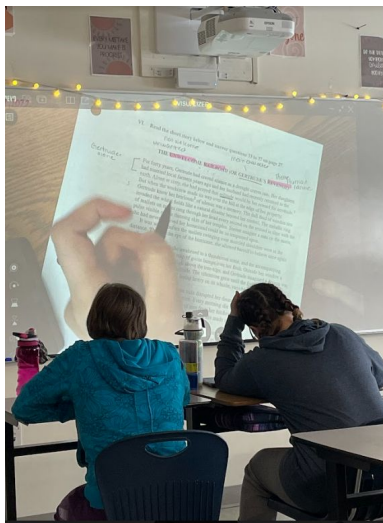


Literacy assessments are administered to all grade 1-9 students and play a critical role in informing and driving targeted literacy instruction. Teachers participated in ongoing professional learning focused on research-based foundational literacy practices to impact all students.

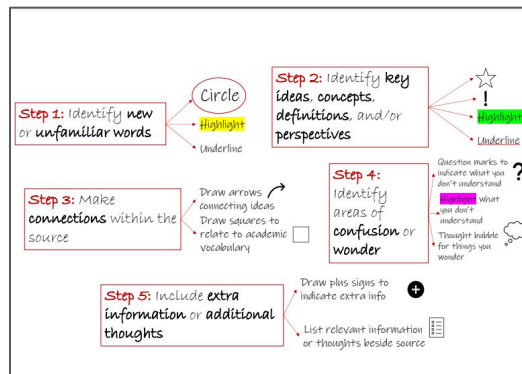
The Division dashboard reflects the level of supports provided for students and an overall picture of the level of supports being provided universally, in a targeted manner, and individually.

Overall District Data shows:

- Gr. 1-4: More students are accessing universal literacy supports than targeted or individualized literacy supports
- Gr. 5: Increase in students accessing individualized literacy supports. The level of complexity of text, loss of visual supports, higher level comprehension skills and the shift from learning to read to reading to learn are all factors. As well, a majority of our students move from the K-4 school to the middle school.
- Gr. 6-9: Increase in students accessing universal literacy supports. In response to middle



school and high school Star Reading results and the MIPI, through collective efficacy, teachers collaborated and implemented Annotation to support Disciplinary Literacy in all core subjects. This shared belief influenced students outcomes and achievement.



Quality Teaching and Learning

Math and Numeracy:

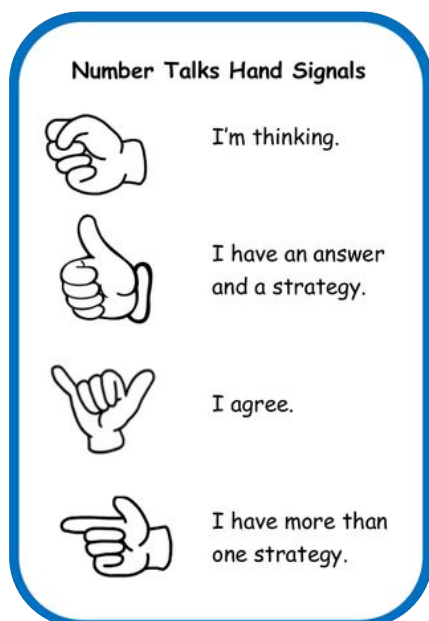
The Math Intervention Programming Instrument (MIPI) is a screening tool used with students in grades 1-10. The administration of the MIPI has three main goals:

- 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 assessments are administered to all grade 1-10 students and plays a critical role in informing and driving targeted math instruction.

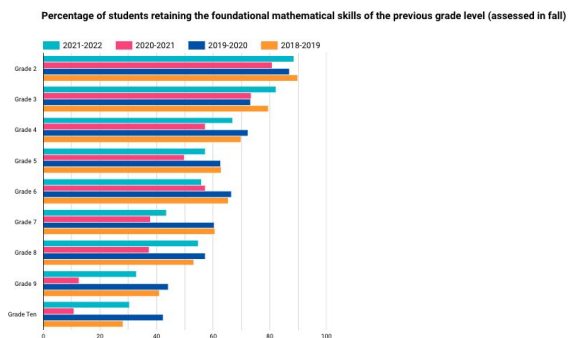
In reviewing our division results, the following areas are areas of concern:

- Computational Fluency
 - Div I and II → math facts: addition, subtraction, multiplication, and division)
 - Div III and IV → skills related to basic math facts: exponents, linear equations, Pythagorean theorem, area/perimeter
- Understanding place value, decimals, and fractions
- Probability
- Numeric Response



[Math and Numeracy](#)

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



Quality Teaching and Learning

Alberta Education Learning Disruption Grant

During the 2021-2022 school year, Alberta Education provided funding for targeted programming for students in grades one to three who were identified as needing additional learning supports to “close the gap” in literacy and numeracy learning due to the COVID-19 disruption.

EICS allocated FTE funding to each school based on a per student ratio. The funding was earmarked to integrate an Intervention Teacher in each elementary school site, which was a new role in EICS. The Intervention Teacher was chosen based on profile expectations with specific roles and responsibilities. The expectation was that the intervention program for identified students will be a collaborative approach between the Intervention Teacher, the Collaborative Response Coordinator, Classroom Teacher and Administration. The Intervention Teachers participated in mandatory professional learning throughout the course of the year to standardize the programming offered to students and to make deliberate connections to the classroom instruction. The integrated instructional practices by both the classroom teacher and the Intervention Teachers worked not only to benefit students in need of additional instruction but also allow capacity building for all team members.

The key performance measure that was used for the literacy assessments, to determine success of our programming was the **EICS Gr.1, 2, and 3 - Phonological Awareness and Word Recognition Assessment**. The identification of students needing support was determined by identifying students achieving **less than 65% mastery of letter-sound identification and phonemic awareness**.

296 Grade 1-3 students received literacy intervention. Average student score was 37% and at the end of the intervention programming the average student score was 71%. The students gained one year with the intense instruction provided by the intervention teacher and the classroom teacher.

The key performance measure that was used for the numeracy assessments, to determine success of our programming was the **Gr. 1-3 Math Intervention Programming Instrument**. The identification of students needing support was determined by identifying **students achieving less than 65% in number sense categories**.

196 Grade 1-3 students received numeracy intervention. Average student score was 49.14% and at the end of the intervention programming the average student score was 81.13%. The students gained one year with the intense instruction provided by the intervention teacher and the classroom teacher.



Quality Teaching and Learning

Promising Practice

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

Highlights

- **Building the capacity** of administrators and teachers with targeted professional learning supports to support literacy, math and numeracy during professional development days, collaborative team meetings, division supported professional learning and one on one support.
- The EICS Kindergarten Early Learning Assessment. 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. The teachers have commented on the effectiveness of the tool providing detailed information about the child providing specific starting places for each child's learning along with group trends to direct whole class instruction.
- **Implementation** of the EICS Grade 1-3 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.
- **Access** to a continuum of supports and services actioned through our Collaborative Response Model, including specialized supports and services.
- Pathway Programs supporting students with highly complex needs.
- **Intentional** professional learning for staff members across our division to continually strengthen skills and work collaboratively with community partners to meet the needs of each child in our division.
- **Building the capacity** of administrators and teachers in our middle schools in the area of content and disciplinary literacy.
- **Refinement** of multiple math learning strategies to support student mental math abilities and conceptual understanding of math concepts.
- **Continued Integration** of technology (EquatIO) to support secondary math teaching practices.
- **Implementation** of condensed English Language Learner (ELL) Benchmarks to assess and support our EAL students.
- **Engagement** with Elders and Knowledge Keepers to strengthen awareness of Indigenous perspectives and enhance instructional practices.

Quality Teaching and Learning

Provincial Achievement Test and Diploma Examination Results 2021-2022

The ministry develops and implements curriculum that enables all students to achieve provincial student learning outcomes and monitors student progress through administering provincial assessments.

Provincial Achievement Tests (PATs) and Diploma exams allow students, parents, and teachers to clearly identify areas of strength and areas in need of additional support. PAT and Diploma exams are measured by the students who achieved the acceptable standard and the percentage of students who achieved the standard of excellence on the exams.

Provincial Achievement Test Results 2021-2022

	Acceptable Standard			Standard of Excellence		
	EICS	PROV	+/-	EICS	PROV	+/-
ELA 6	86.9	76.1	+10.8	17.6	18.9	-1.3
FLAL 6	89.1	76.9	+12.2	10.9	10.6	+0.3
Math 6	73.5	64.1	+9.4	6.5	12.6	-6.1
Science 6	82.6	71.5	+11.1	22.2	23.7	-1.5
Social Stud. 6	80.4	67.8	+12.6	19.2	20.1	-0.9
ELA 9	70.3	69.6	+0.7	7.6	12.9	-5.3
FLA 9	77.6	73.5	+4.1	2.0	9.9	-7.9
Math 9	46.8	53.0	-6.2	9.7	16.7	-7.0
K&E Math 9**	28.6	55.3	-23.7	0.0	11.1	-11.1
Science 9	72.3	68.0	+4.3	22.5	22.6	-0.1
Social Stud. 9	59.3	60.8	-1.5	12.5	17.2	-4.7

*In the event that the Acceptable Standard + Below Acceptable Standard does not add up to 100%, students were either excused or absent.

** 7 students wrote K&E Math 9

Strengths:

- We achieved acceptable standard above the province in most courses
- Particularly in French Language Arts 6, Science 6, and Social 6 we excelled
- We are also proud of the Math and ELA results as those were areas of growth in previous years
- Our French results, which are embedded in the above numbers, were consistently strong.

Area for Growth:

- Standard of excellence in all courses, except for French Language Arts 6
- Math 9 and Social Studies 9
- All K&E programming, but a focus in K&E Math 9

Quality Teaching and Learning

Provincial Achievement Test and Diploma Examination Results 2021-2022

Diploma Results 2022

	Acceptable Standard			Standard of Excellence		
	EICS	PROV	+/-	EICS	PROV	+/-
Biology 30	81.7	74.3	+7.4	26.6	25.2	+1.4
Chemistry 30	82.0	77.1	+4.9	31.5	31.1	+0.4
ELA 30-1	85.3	78.8	+6.5	9.5	9.4	+0.1
ELA 30-2	93.3	80.8	+12.5	22.7	12.3	+10.4
FLA 30-1	N/A	N/A		N/A	N/A	
Physics 30	76.7	78.5	-1.8	13.3	34.6	-21.3
Math 30-1	61.4	63.6	-2.2	19.8	23.0	-3.2
Math 30-2	63.1	61.5	+1.6	10.7	11.8	-1.1
Science 30	83.3	75.7	+7.6	19.2	17.2	+2.0
Social Studies 30-1	84.1	81.5	+2.6	17.1	15.8	+1.3
Social Studies 30-2	77.5	72.5	+5.0	20.9	13.2	+7.7

Strengths:

- We achieved acceptable standard above the province in most courses
- We had growth in the areas of Biology 30, Chemistry 30, English Language Arts 30-2, and Science 30 compared to past years of Diploma testing
- We are closing the gap between the province and EICS in Standard of Excellence compared to past years of Diploma testing
- Excellent results in Standard of Excellence

Area for Growth:

- Even though there has been growth in both Physics 30 and Math 30-1 compared to past years, these courses have room for improvement
- Standard of excellence in Math 30-2

Quality Teaching and Learning - First Nations, Métis and Inuit

First Nations, Métis, and Inuit students in EICS continue to perform well compared to the provincial average on Provincial Achievement Tests and Diploma Examinations in the Acceptable category. An area for improvement is to increase the percentage of Indigenous students who achieve the Standard of Excellence on the Diploma Exams.

We continue to outperform the province in the following areas:

- The 3-year High School Completion rate improved to reflect a **high achievement**.
- The 5-year High School Completion rate improved as well, showing a **very high achievement**.
- The Transition Rate (6 yr) improved significantly reflecting a **high achievement**

The drop out rate for EICS was maintained at **very high achievement**, despite a slight increase from 0.6% to 1.5%. This is an area to watch, however, as this rate has reflected a slight downward trend for the past two years.

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	85.3	79.1	88.7	59.5	62.0	58.4	High	Maintained	Good
	5-year High School Completion	95.0	89.7	87.7	68.0	68.1	65.8	Very High	Maintained	Excellent
	PAT: Acceptable	69.0	n/a	67.4	46.4	n/a	54.0	n/a	n/a	n/a
	PAT: Excellence	9.1	n/a	8.3	6.4	n/a	7.4	n/a	n/a	n/a
	Diploma: Acceptable	71.4	n/a	82.2	68.7	n/a	77.2	n/a	n/a	n/a
Teaching & Leading	Diploma: Excellence	6.3	n/a	13.3	8.5	n/a	11.4	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 Fall 2022

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	n/a	76.0	n/a	n/a	24.6	n/a	n/a	n/a
Drop Out Rate	1.5	0.6	0.2	4.9	5.0	5.3	Very High	Maintained	Excellent
In-Service Jurisdiction Needs	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Lifelong Learning	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
Program of Studies - At Risk Students	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Rutherford Scholarship Eligibility Rate	67.6	73.1	81.6	41.1	39.5	38.6	Intermediate	Declined	Issue
Safe and Caring	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Satisfaction with Program Access	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)	67.2	55.8	63.2	37.7	35.7	34.9	High	Maintained	Good
Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Quality Teaching and Learning - First Nations, Métis and Inuit

The professional growth on the part of our teachers and administrators in relation to the Teacher Quality Standard #5 (Applying Foundational Knowledge about First Nations, Métis and Inuit) and Leadership Quality Standard #5 (Supporting the Application of Foundational Knowledge about First Nations, Métis and Inuit) has impacted the results. 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 a Métis knowledge keeper, and they 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, and all leads work in conjunction with their school administration to consider nominating students for the ASBA Honouring Spirit Award.



Quality Teaching and Learning - English as an Additional Language

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	81.8	85.7	84.7	78.5	78.7	76.0	Intermediate	Maintained	Acceptable		
	5-year High School Completion	96.3	100.0	97.8	86.1	86.9	85.9	Very High	Maintained	Excellent		
	PAT: Acceptable				65.8	n/a	70.2	n/a	n/a	n/a		
	PAT: Excellence				15.2	n/a	16.4	n/a	n/a	n/a		
	Diploma: Acceptable				59.0	n/a	72.5	n/a	n/a	n/a		
	Diploma: Excellence				10.8	n/a	15.3	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
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
	Access to Supports and Services	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			

Fall 2022

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	n/a	69.3	n/a	n/a	52.7	n/a	n/a	n/a
Drop Out Rate	1.4	1.4	1.3	2.2	2.6	2.4	Very High	Maintained	Excellent
In-Service Jurisdiction Needs	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Lifelong Learning	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
Program of Studies - At Risk Students	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Rutherford Scholarship Eligibility Rate	53.1	54.9	59.9	61.3	58.3	56.4	Low	Maintained	Issue
Safe and Caring	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Satisfaction with Program Access	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)	86.8	60.3	60.3	66.0	65.4	65.2	Very High	Improved	Excellent
Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

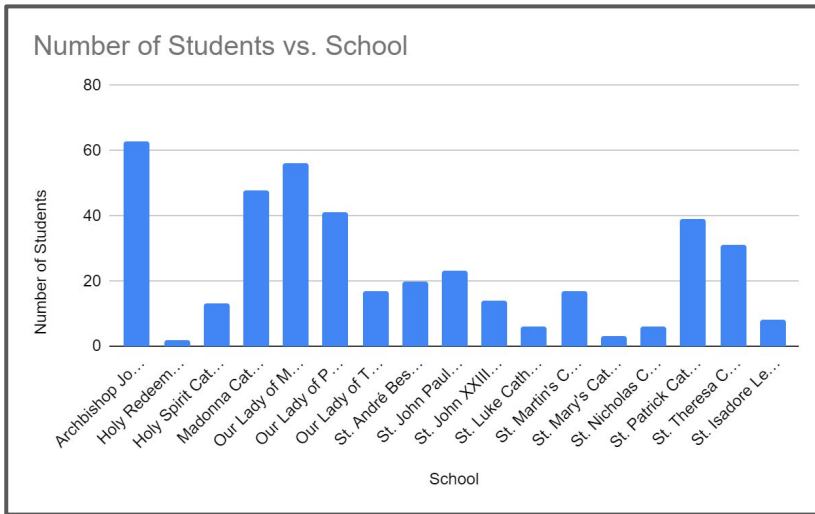
Achievement

- The drop out rate for EICS has been maintained reflecting a **very high** rate of achievement
- The 5 year High School Completion rate has been maintained at a **very high** rate
- The transition rate has improved showing a **very high** achievement.
- The **Acceptable Standard** of the Diploma Exam is now sitting above the ESL provincial average.

Areas for Growth

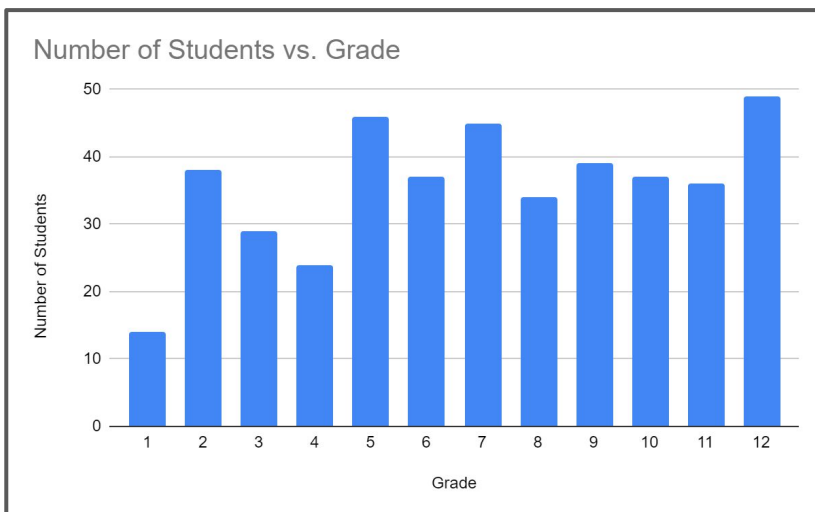
- A slight drop was noted with the 3-year high school completion rate but continues to show a high rate of achievement.
- Rutherford Scholarship eligibility rate continues to remain low.
- Opportunities for growth in achievement exist for both the Acceptable Standard and the Standard of Excellence of the PAT exams. Both are below the ESL provincial average, with The Standard of Excellence of the PAT exams showing significantly below the provincial average, making this an opportunity for growth as well.
- Standard of Excellence of the Diploma exams remains below ESL Provincial Average.

Supporting English Language Learners in Elk Island Catholic Schools



Achievements:

- Programming for ELLs
- Supporting 407 ELLs with targeted universal supports
- EAL Leads in each building
- Supporting teachers with scaffolding curricular outcomes
- Sharing culturally responsive teaching practices within the schools.
- Continued development of effective learning resources to support all learners.



Areas of Growth

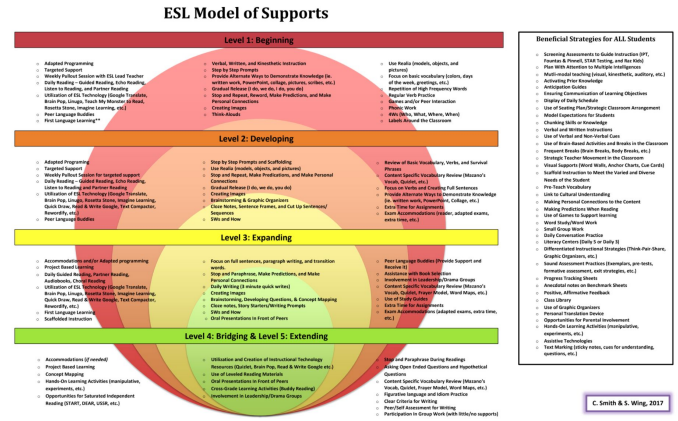
- Closing the learning gap between ELLs and the rest of the student population
- Meeting the curricular needs of new ELLs in our Highschool population
- Building capacity to include culturally responsive practices within our school communities.

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 regular 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 EICS EAL Benchmarks that are aligned with AB Ed benchmarks. The leads support their students with strategies for language comprehension and expression. 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.

Supporting English Language Learners in Elk Island Catholic Schools

At EICS, our goal is to create an inclusive and welcoming environment for all of our students and their families. We offer a number of divisional supports to school leads.

- EICS Intake Procedures
- Programming supports
- EAL Lead Roles and Responsibilities
- EAL Assessment Procedures
- EAL Benchmarks
- Multilingual Strategies
- Classroom Supports
- Translation & Tech Tools
- Professional Learning Modules
- Supports for ELL families
- Culturally diverse resources and practices



After students are assessed in their 4 strands of language proficiency, (reading, writing, listening, and speaking), the EAL lead at the school guides teachers in implementing strategies that best support student needs. The diagram shows the levels of support.

Students who fall within the Level 1 zone have minimal or no English language proficiency and require targeted support within the classroom with small group instruction. These students require support such as adapted programming, weekly pullouts with the EAL lead teacher, and if possible first language learning to support understanding of content. As students develop English language proficiency skills, the support they require changes.

Students who fall within the Level 2 or 3 zone are growing in their language proficiency and have some basic strategies in place already. Language Proficiency supports within these zones continue to provide strategies that give students the scaffolds that they need to further their language development. Supports at this level progress from a targeted approach towards incorporating strategies that allow students to comprehend and express with greater independence.

Students who fall within the Level 4 zone have a solid grasp of English and are comfortable with understanding and expressing their understandings across several contexts. The supports provided within this level tend to focus around particular concepts (example: figurative language), or accommodations (example: extra time to complete assigned tasks). It also highlights effective skills which may support the student with organizing and expressing ideas (concept mapping, stop and paraphrase during readings).

Wellness

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 division outcome and strategies for improving wellness for 2021-2022 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.



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 do 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.

Our primary strategies for improving our Wellness Goal for 2021-2022:

**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

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 all who work, teach, and learn in EICS. Division and School Wellness teams work collaboratively to foster healthy eating, active living and positive mental health. This data driven work has had a significant impact on the wellbeing of Elk Island Catholic Schools.

Results

- Overall staff are 95.4% satisfied with actionable workplace elements present in the workplace that represent staff engagement and staff wellness.
- Student health and wellness increased to 89.3%.



Wellness



Highlights

- 89.3% of parents, students and staff are satisfied with student health and wellness
- 95.4% of staff are satisfied with employee engagement
- 93.2% of parents, students and staff are satisfied with safe and caring schools
- Physical Literacy professional learning experiences offered in person and virtually to support physical literacy goals.
- Loose Parts Play program and our partnership with EverActive Schools continued to support physical literacy goals.
- Outdoor Classroom supports and outdoor learning workshops offered to schools to support holistic wellbeing.
- Partnership with University of Calgary’s Body Image Lab supports a weight-neutral wellbeing approach to health promotion in schools and the implementation of the updated Weight-Neutral Wellbeing Administrative Procedure.
- Weight-Neutral Wellbeing Community of Practice received “flipped podcast model” professional development on supporting weight-neutral wellbeing in the school setting.
- Strengthening of the universal supports for mental health include integration of the PEPY Wellbeing model in schools.

- Health Champions in each school community receive professional learning to support wellbeing in schools.
- Staff and student mental health continues to be a priority. To support and enhance students' social, emotional, behavioural, physical and academic functioning, each school has a family wellness worker, access to outside service providers, and health champions and wellness teams.
- Our school teams continued to provide individual and universal mental health supports. The Divisions continued use of a software monitoring system, Beacon, to help identify students at risk.
- Our Faith and Wellness Day shifted to a hybrid experience and included an opening mass, keynote speaker, connection time and virtual and in-person 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.
- The PEPY model for well-being is designed to support the development of the whole person and is a proactive, strength based system for supporting our overall well-being.



Every human being has natural psychological needs. You need to feel you belong. You need to feel your life has meaning and purpose. You need to feel that people see you and value you. You need to feel you've got a future that makes sense.
Johann Hari



**BUILD RESILIENCE
 PROTECT** ➔

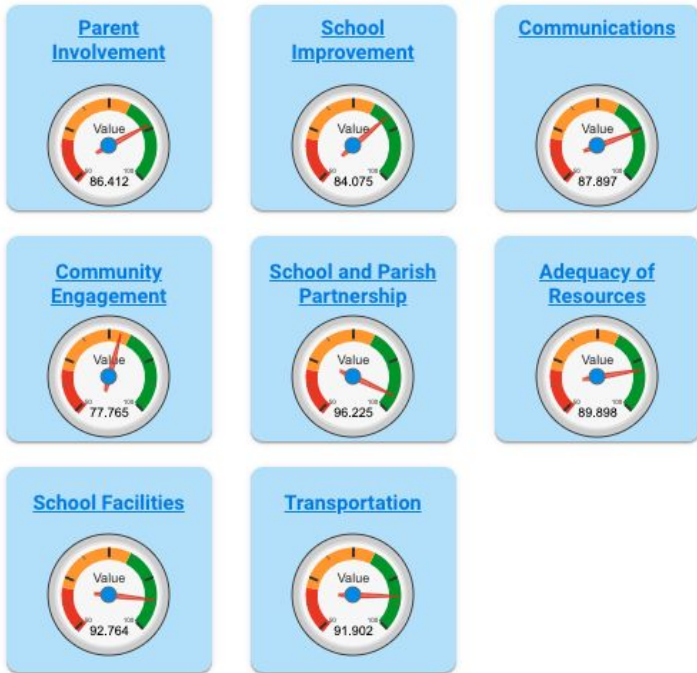


Engagement and Improvement

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 202-12022 are primarily highlighted on the Engagement and Improvement section of the Dashboard.

Engagement and Improvement

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.



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.

Engagement and Improvement

Our primary 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.

Results

- Overall parents and staff are 86.4% satisfied with parental involvement. This represents a 17.1 % increase from the previous year.
- Parent satisfaction is 77.8 % with divisional community engagement signifying a 18.6% increase from the previous year. This will continue to be an area of growth.

Highlights

- Overall parents, staff and students are 96.2% satisfied with the partnership between school, parish, and home
- Parents are 87.9% satisfied with classroom, school and EICS communications
- Overall parents, staff and students are 92.8% 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 91.9% 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

Trends, Issues and Challenges

The following trends and issues continue to create challenges for Elk Island Catholic Schools. The Board and Superintendency team have made Alberta Education aware of these challenges and will continue to work collaboratively with the Province to discuss solutions and strategies in the upcoming years.

Inclusive Education – Over the past number of years, it has become very apparent that the complexity and needs of our students have been increasing. These increased needs require professional development for staff, access to specialized consultants from the division/region, trained support staff, collaborative partnerships, and time for teachers to plan, develop and meet about individualized student support plans. All of these additional supports require school divisions to have adequate access to resources and funding from the province. While we appreciate the funding we receive for inclusive education, we want to be sure the province is aware the expenditures to ensure appropriate and reasonable supports are in place do not match the funding allocation provided. We trust the funding allocation model will be reviewed and revised so the funding adequately supports the costs for providing high quality inclusive education in Alberta.

Staff Wellness - Particularly through the pandemic, we have seen a growing need to support those who give care. Our educational assistants, teaching staff, and administrators are looking for tools at the school level to help staff members find the balance and energy to keep up with growing student and family needs. Dedicated funding would help to address some of these challenges.

Transportation – The transportation needs and expectations of our students and parents continue to exceed the resources made available to Elk Island Catholic Schools. Increases to the cost of fuel, no grants for achieving class 2, retaining drivers, and lack of parent awareness of transportation system are all items of concern. In addition, the lack of adequate funding along with the increased demand for our limited resources has made it difficult to evergreen our bus fleet. As such, the foreseeable future looks bleak for capital replacement. Implementation of the Carbon Levy may bring a fiscal challenge in the near future. Finally, there has been a substantial increase to the demand for urban busing without government funding. Overall, Transportation Services faces major shortages in budget areas such as staffing, capital, and other operational costs.

EICS Assurance Survey Comparison to Alberta

2021-2022 EICS Assurance Survey Response Rate:

Parents: 1542 Staff: 492 Students: 3717

2021-2022 Alberta Education Assurance Measure Survey Average Response Rate:

Parents: 216 Staff:186 Students: 1403

EICS administers the Alberta Education survey in addition to our EICS Assurance Survey. The EICS Assurance Survey response rate provides a comprehensive representation of the division parents, staff and students. The survey also engages 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 Survey Response Rates:

	Surveys Expected	Responses Received	Percent Received
Grades 4-12	4758	3717	78%
Parents/Guardians	6151	1542	25%
Staff	574	492	86%

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](#)

Appendix: How to Read the Assurance Measure

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 - 78.83	78.83 - 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 - 76.28	76.28 - 80.41	80.41 - 100.00
Transition Rate (4 yr)	0.00 - 21.98	21.98 - 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

Appendix - Definitions for Measures and Key

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.