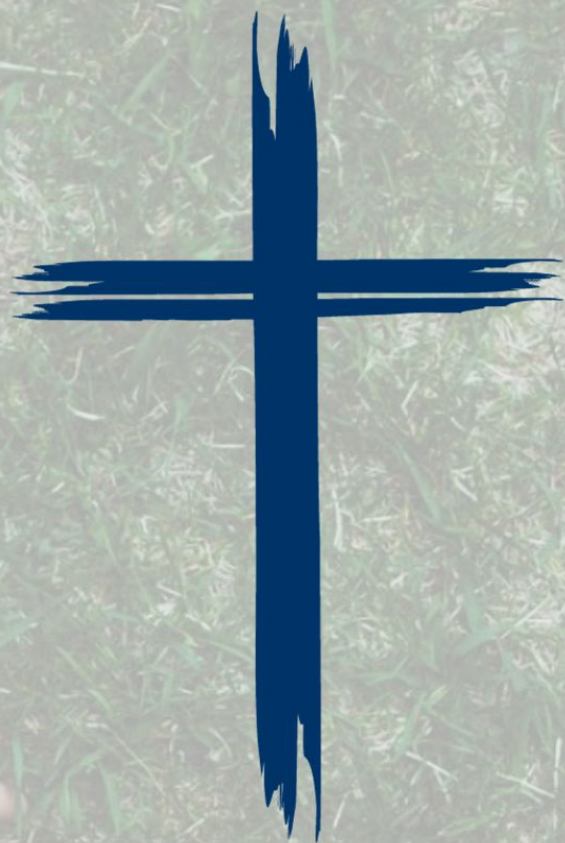


**Elk Island Catholic Schools
2022-2023
Jurisdiction Results Report**



**ELK ISLAND
CATHOLIC SCHOOLS**
Seeing Christ in Everyone

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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 2022-2023 on December 20, 2023.

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 Catholic 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:

- A Catholic education that inspires students to learn and that prepares them to live fully and to serve God in one another.
- Responsive and diverse 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.

Our 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.



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 (K-12, Outreach)

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 Bilingual)

(780) 467-1584

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

Phone: (780) 467-3633

Fax:

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>

Introduction to the Report

The Elk Island Catholic School Division's annual Jurisdiction Results Report provides a summary of results for the 2022-2023 school year. This represents the first year of the four year assurance cycle. The 2022-2026 Division Education Assurance Plan sets 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.

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.

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 2022-2023. 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 2022-2023 school year is year one of the four-year planning time frame.

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.



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.

EICS provides a systems approach to assurance. The following timeline represents the process:

January - February	AB ED Assurance survey and EICS Assurance Surveys
March	Dashboard updates with EICS assurance survey results
March - April	Developing the School Education Assurance Plan <ul style="list-style-type: none"> • Review of ALL the data • Engagement with Parents, Staff and Students
April	Determining your priorities for School Budget
May	Development of School PD and CRM Plan
May	Finalizing Priority Based Budget
May	School Education Assurance Plan Submission
May - June	Share and Post School Education Assurance Plan
Fall	Review School Education Assurance Plan with fall AEAM data, local measures and Staff Assurance Development Plans

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.



School Education Assurance Plan Analysis - 2022-2023

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 school 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](#)

Enrolment Trends - 2022-2023

Enrolment Trends										
School Name	FTE 09/30/22	FTE 09/30/21	FTE 09/30/20	FTE 09/30/19	FTE 09/30/18	FTE 09/30/17	FTE 09/30/16	FTE 09/30/15	FTE 09/30/14	FTE 09/28/13
Archbishop Jordan Catholic High School	1,334	1,330	1,353	1,391	1,411	1,347	1,291	1,202	1,125	1,083
Ecole Père Kenneth Kearns Catholic School	173	183	185	205	218	244	256	263	286	300
Ecole Our Lady of Perpetual Help Catholic School	366	383	409	365	237	235	237	247	264	249
Holy Redeemer Catholic School	164	155	164	160	164	173	155	174	177	189
Holy Spirit Catholic School	274	277	285	329	642	637	632	578	568	532
Madonna Catholic School	167	163	158	180	188	191	206	213	207	223
Our Lady Of The Angels Catholic School	158	157	163	152	164	349	359	350	369	337
Our Lady Of Mount Pleasant Catholic School	564	529	543	528	491	431	290	309	336	379
St. Andre Bessette Catholic School	580	504	515	485	495	-	-	-	-	-
St. John Paul II Catholic School	380	389	406	401	386	440	404	381	344	329
St. John XXIII Catholic School	197	197	207	216	220	386	385	381	368	356
St. Luke Catholic School	125	140	141	148	156	144	115	127	129	152
St. Martin's Catholic School	187	194	201	216	215	249	259	259	241	232
St. Mary's Catholic School	201	181	188	189	180	170	184	195	214	248
St. Nicholas Catholic School	210	209	238	248	249	259	288	277	272	268
St. Patrick Catholic School	305	310	314	335	326	333	454	423	406	367
St. Theresa Catholic School	562	601	630	720	585	567	561	547	514	453
Total Enrolment	5,946	5,901	6,097	6,266	6,326	6,153	6,074	5,924	5,819	5,695

Alternative Programming - St. Isidore Learning Centre	FTE 09/30/22	FTE 09/30/21	FTE 09/30/20	FTE 09/30/19
Online - EICS	222	264	121	20
Total Enrolment	222	264	121	20

	FTE 09/30/22	FTE 09/30/21	FTE 09/30/20	FTE 09/30/19	FTE 09/30/18	FTE 09/30/17	FTE 09/30/16	FTE 09/30/15	FTE 09/30/14	FTE 09/28/13
Sherwood Park	3,086	3,146	3,257	3,437	3,529	3,479	3,470	3,327	3,236	3,108
Vegreville	388	375	389	405	395	419	443	454	455	480
Camrose	869	839	857	863	817	764	744	732	742	746
Fort Saskatchewan	1,315	1,247	1,291	1,254	1,265	1,175	1,148	1,112	1,081	1,022
Rural Strathcona County	289	295	305	308	320	317	269	301	305	341
Alternative Programming	222	264	121	20						
Total Enrolment	6,168	6,165	6,218	6,286	6,326	6,153	6,074	5,924	5,819	5,695

Overview

The Alberta Assurance Framework is a connection between assurance and accountability. It is a conscious effort to build public trust and confidence that the education system is meeting the needs of our students and enabling their success.

The EICS Education Assurance Dashboard provides an overview of the Alberta Education domains and the integration of our local priorities and measures.

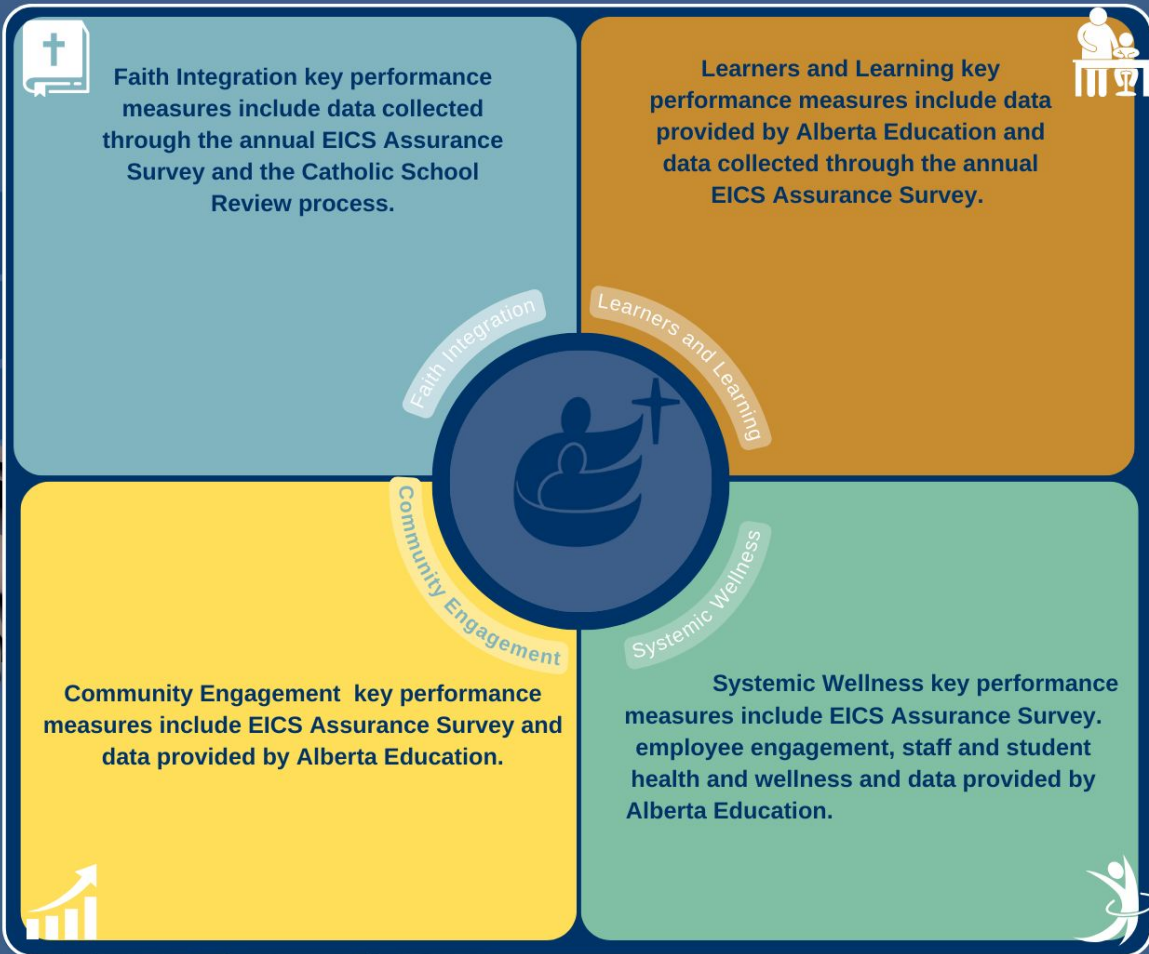
EICS uses the data and results to identify successes, areas of growth and next steps.

2022-2023 Four Strategic Priorities

This graphic highlights the Division's four Education Assurance Strategic Priorities.



Priority Measures



[Visit Dashboard](#)

Division Averages



97.9% Students and staff explore a deeper understanding of faith through the division faith theme.

95.1% - Students and staff engage in living a sacramental life to deepen their faith journey.

92.2% - Students are provided relevant religious education and faith integration in all curricula.

95.2% - Foster a meaningful connection with families, parishes, and Catholic organizations to be advocates and witnesses for the success of Catholic Education.

92.4% Active Citizenship

94% Support holistic well-being through education and professional development in the areas of physical literacy, weight neutral well-being and mental health. (AP168)

93% Provide proactive, responsive and accessible supports for mental health and well-being of our students, staff and families.

95.3% Honor the dignity of the human person by providing and supporting diversity education and supports for equity and inclusion.

94.31% - Students achieve acceptable and excellence in literacy and math / numeracy.

93.5% - Implement curriculum through data-informed, responsive instruction and quality assessment.

92.2% - Students access learning opportunities and supports that address their diverse learning needs.

95.8% - Strengthen foundational knowledge and understanding through holistic approaches within the division to enhance instructional practices related to First Nations, Métis and Inuit education.

94.4% Provide appropriate, transparent and timely communication with schools, families and community stakeholders.

95.7% - Provide opportunities for all stakeholders (staff, students, and parents) to have involvement and provide feedback to improve the educational experience.

92.5% Enhance EICS Divisional operational performance through increasingly effective, efficient and streamlined processes and practices to contribute to a positive school experience.



Faith Integration

Learners and Learning


Community Engagement

Systemic Wellness



[Visit Dashboard](#)

Our Priorities - Corresponding Domains - Division Outcomes - Division Strategies

 2022-2026 Division Education Assurance Plan 2022-2023 Elk Island Catholic Schools will ensure Success for all Students 				
Our Strategic Priority	Faith Integration	Learners and Learning	Systemic Wellness	Community Engagement
Connection to Alberta Education Domain	Student Growth and Achievement Local & Societal Context	Student Growth and Achievement Teaching and Leading Learning Supports Governance	Learning Supports Local & Societal Context	Local & Societal Context Governance
Understanding the Context	<p>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.</p> <p>Budgetary Principles: Decisions based on: <ul style="list-style-type: none"> • Providing robust religious education programming and opportunities for students to realize their spiritual and community wellbeing, bearing in mind the role of Catholic schools within the mission of the Church </p>	<p>Student success depends on quality instruction in an environment that respects learner's independent spirit, and promotes the development of innovation and creativity. Teaching and learning corresponds with meaningful assessment and reporting practices.</p> <p>Budgetary Principles: Decisions based on: <ul style="list-style-type: none"> • Being student-centric and evidence-supported; • Enabling each student in the division, regardless of his or her learning location, to achieve the learning mandate of the Board of Trustees and the provincial ministry; and • Illuminating the true costs of servicing students and supporting the achievement of student outcomes. </p>	<p>Elk Island Catholic Schools is committed to supporting the well-being of all. Wellness issues are linked to decreased learning and productivity, interpersonal conflict, and increased absenteeism, as well as short and long-term disability claims. The Division recognizes that wellness is a collective responsibility.</p> <p>Budgetary Principles: Decisions based on: <ul style="list-style-type: none"> • Evaluating student and staff needs and understanding the capacity of staff to support school community needs • Ensuring optimal student and staff engagement </p>	<p><i>"Assurance is achieved through relationship building and engagement between education partners and by creating and sustaining a culture of continuous improvement and collective responsibility."</i> AB,ED.</p> <p>Elk Island Catholic Schools is committed to enhanced engagement with educational partners to improve communication, decision-making and system assurance.</p> <p>Budgetary Principles: Decisions based on: <ul style="list-style-type: none"> • Managing with the principle of responsible stewardship </p>
Engagement				
Division Assurance Planning, Engagement and Reporting				
Goal	Our students, staff and EICS community will be provided a faith integrated environment through worship, witness and service.	Our students and staff will develop to their fullest potential through multiple pathways.	Staff and student well-being, in mind, body and spirit, will be supported through programming and education.	EICS provides enhanced opportunities to support student success through communication, engagement and partnership.
Division Outcome and Corresponding Strategies	<p>Students and staff explore a deeper understanding of faith through the division faith theme.</p> <p><i>*Provide an actionable representation of the Division faith theme and corresponding formation opportunities that leads to impact in the division and at the schools</i></p>	<p>Students achieve acceptable and excellence in literacy and math/numeracy.</p> <p><i>*System-wide refinement of EICS Literacy Framework</i> <i>*System-wide refinement of EICS Numeracy/Math Framework (environments, teaching practices, assessment practices)</i></p>	<p>Support holistic well-being through education and professional development in the areas of physical literacy, weight neutral well-being and mental health. (AP168)</p> <p><i>*Action the Wellness Administrative Procedure (AP 168) to continue to support staff and student well-being</i></p>	<p>Provide appropriate, transparent and timely communication with schools, families and community stakeholders.</p> <p><i>*Enhance visibility of division and school communication (Trustee, division and school initiatives, promotion, events and information) through multiple mediums to improve community engagement</i></p>
Division Outcome and Corresponding Strategies	<p>Students and staff engage in living a sacramental life to deepen their faith journey.</p> <p><i>*Provide spiritual and religious support and guidance to enable staff and students to grow in their understanding and commitment to the faith</i> <i>*Support and strengthen our Catholic identity through the integration of the Five Marks of The Excellent Catholic Leader, the Five Marks of an Excellent Catholic Teacher and the Marks of a Catholic School (Leadership and Staff formation, Instructional Walkthroughs, Faith infused classroom and school)</i></p>	<p>Implement curriculum through data-informed, responsive instruction and quality assessment.</p> <p><i>*Support implementation of new curriculum as released through collaboration and professional learning</i> <i>*Support school leadership and staff collaboration to engage in and improve instructional, assessment and reporting practices</i></p>	<p>Provide proactive, responsive and accessible supports for mental health and well-being of our students, staff and families.</p> <p><i>*Enhance the spectrum of supports for mental health through evidence based practices</i> <i>*Provide education in mental health literacy</i> <i>*Engage School Leadership and Wellness Teams in the Division and Schools to support wellbeing as a shared responsibility</i></p>	<p>Provide opportunities for all stakeholders (staff, students, and parents) to have involvement and provide feedback to improve the educational experience.</p> <p><i>*Continue existing internal and external active division and school engagement processes with key stakeholders (assurance survey, catholic school review, active school engagement, parent advisory council, CEPAC, ATA, CUPE, Unifor, Non-Association, Transportation Association, student voice)</i></p>
Division Outcome and Corresponding Strategies	<p>Students are provided relevant religious education and faith integration in all curricula.</p> <p><i>*Promote the Growing in Faith Growing in Christ curriculum and connections to home, school and parish</i> <i>*Plan professional learning opportunities and provide the resources to integrate faith in all curricula at all grade levels</i></p>	<p>Students access learning opportunities and supports that address their diverse learning needs.</p> <p><i>*Refine EICS collaborative response model and the continuum of supports and services to align to diverse student needs and reflect the evolution of the collaborative response model.</i> <i>*Refine evidence-informed teaching and learning practices (behaviour and regulation, mental health, faith and wellness, complex needs, mild-moderate needs, communication, literacy, numeracy, etc.) for the success all students through multi-layered supports.</i></p>	<p>Honor the dignity of the human person by providing and supporting diversity education and supports for equity and inclusion.</p> <p><i>*Implement a division action plan for meaningful professional development in the areas of anti-racism, gender and intersectionality</i> <i>*Support school leadership teams in fostering a sense of belonging by creating culturally responsive school communities</i></p>	<p>Enhance operational performance through increasingly effective, efficient and streamlined processes and practices to contribute to a positive school experience.</p> <p><i>*Provide appropriate training and timely communication for effective school operations. (All Departments: Financial Services, Human Resources, Communications, Technology, Maintenance, Transportation)</i> <i>*Develop leadership through strategic budgeting and resource management</i> <i>*Support for and access to reliable infrastructure and appropriate technology to promote learning</i> <i>*Optimize, modernize and maintain school facilities to foster enriching learning environments</i></p>

Faith Integration

ELK ISLAND CATHOLIC SCHOOLS
Seeing Christ in Everyone

Strategic Priority: Faith Integration

Better Together
one body in Christ

Faith Integration

Elk Island Catholic Schools

Site: EICS (1) -
YearID -

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 goal is for our students, staff and EICS community to be provided a **faith integrated** environment through worship, witness and service.

Division Outcome	Percentage
Students and staff explore a deeper understanding of faith through the division faith theme.	97.9 %
Students and staff engage in living a sacramental life to deepen their faith journey.	95.1 %
Students are provided relevant religious education and faith integration in all curricula.	92.2 %
Foster a meaningful connection with families, parishes, and Catholic organizations to be advocates and witnesses for the success of Catholic Education.	95.2 %

Alberta Education Assurance Measure (AEAM)
Active Citizenship
92.4 %

[View Details](#)

Alberta Education Domains: Student Growth and Achievement. Local & Societal Context

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 moved to the theme of "Better Together - One Body in Christ." Our theme encapsulates not only the power of unity and collaboration but also the profound impact of community and faith. We are all interconnected, part of a greater whole, and bound together by a shared purpose. Together, as a school community, we can achieve remarkable things, guided by faith and a shared mission to make a positive difference in the world.



Primary Strategies

97.88%

Students and staff explore a deeper understanding of faith through the division faith theme.

95.12%

Students and staff engage in living a sacramental life to deepen their faith journey.

92.15%

Students are provided relevant religious education and faith integration in all curricula.

95.20%

Foster a meaningful connection with families, parishes, and Catholic organizations to be advocates and witnesses for the success of Catholic Education.

92.4%

Active Citizenship

Faith Integration: Better Together-One Body in Christ

Our theme for the 2022-2023 school year was “*Better Together-One Body in Christ*” and was guided by scripture from Roman 12:5. At its root, this theme is a message that emphasizes the idea of unity among believers in Christ. Together, as believers, through diverse backgrounds, talents, roles, form a unified body in Christ.

Better Together-One Body in Christ was a powerful and meaningful faith theme for our school division and communities as it promoted unity, spirituality, empathy, and collaboration while fostering a sense of purpose and responsibility. It served as a guiding light for our staff and students helping to shape the culture and values of our faith communities, making it a more inclusive, supportive, and spiritually enriching environment for all. It emphasized the idea that each one of us is essential and plays an unique role in contributing to the well-being and functioning of our school community.

Our primary strategies for improving our Faith Goal for 2022-2023 are measured by the EICS Division Assurance Survey and the Catholic School Review process. In addition, we also include the Alberta Education Assurance measure; Students model active citizenship.

Results

As this goal is foundational to who we are as a Division, we have robust metrics to assure our stakeholders that we are approaching Catholic education with great intentionality. Our 2022-2023 EICS Education Assurance results in this area are very affirming with an overall 95% average of parents, staff and students satisfied with our commitment to a faith integrated environment and the faith formation of staff and students.

In our faith integration priority, our goal was that our students and staff experience the interconnectedness within our Christian community and collectively advance the purpose of God in our world.



Faith Integration

Highlights

The Five Marks of Catholic Education help to articulate our Catholic ethos and are foundational to each of the division outcomes.

Division Faith Theme - 97.88%

- Staff and students agree (97.9%) that the focus on the division faith theme provides a sense of unity, shared purpose and values amongst the Division.
- Schools organized regular activities and events centered around the theme strengthening the student and staff bonds and promoting a supportive environment.
- Division promotion of a yearly faith theme creates an understanding and appreciation of our uniqueness impacting our work with active citizenship and inclusivity.

Living a Sacramental Life - 95.12%

- Faith formation presented monthly to Board of Trustees, Administration and School staff rooted in the scripture.
- Professional learning opportunities provided to staff and administrators on living a sacramental life.
- Grade 12 Graduates received division gift of blessed handmade rosaries from India.
- Division and school initiatives fostered in students the joy of 'holy moments'. (eg., Miok Moments)
- Faith formation opportunities for Chaplains based on living a sacramental life to support their role.
- Priest school visits continue to help staff and students deepen their faith.

Religious Education and Faith Integrated Curriculum - 92.15%

- New curriculum frameworks developed that have intentional faith connections in the areas of English Language Arts and Literature, Math, and Physical Education and Wellness.
- Catholic worldviews are infused into curriculum in the subject areas through the High School Humanities Faith Integration Project.
- School planning and collaboration time embedded to integrate faith into all subject areas K-12.

Meaningful Connections to be Advocates and Witnesses of Catholic Education - 95.20%

- A continued partnership with Catholic Social Services to support Lurana Shelter
- Relationship building continued with parishes through division priest meetings and school admin team meetings.
- An intentional connection of spiritual health and mental health and wellness fostered through the Here Comes the Sun project.
- Parish priest and family participation at liturgies and assemblies led by the schools.
- EICS advocacy groups support Catholic education. (eg., REAL Foundation, GrACE committee)

Active Citizenship - 92.4%

- Division and schools organize and participate in community service projects. (eg., Lurana Shelter, Ukraine newcomers, Lenten Projects, Food Bank, Linking Generations)
- Division celebrated monthly a culture sharing cultural practices, food, celebrations. (eg., Division communiqué, Parent Information Nights for Newcomers, Cultural celebrations)
- Schools planned and promoted inclusivity and diversity within the school community through a variety of initiatives. (eg. Tipis were donated to ABJ and SAB. Knowledge Keeper Krista Leddy led an exploration at Holy Spirit of The Giving Tree: A Retelling of a Traditional Metis Story resulting in the school creating their own giving tree in which students placed a note identifying the gifts they would give. Rob Davies met with all of the Grade 12s at SAB to discuss First Nations and Metis identity and to share smudge teachings. We had a number of presenters in our for Black History month and later in the spring, other guests presented and lead activities related to Filipino culture.)

Faith Integration



COMMUNITY BEGINS WITH TWO

Matthew 18:20
 "For where two or three are gathered in my name, I will be there and will bless them."

ST. NICHOLAS CATHOLIC SCHOOL history

BETTER TOGETHER
 one body in Christ

St. John Paul II
 St. John Paul II was a good person. He was born in 1920 in Poland and he liked skiing and swimming. He became a priest in 1946 and the Pope in 1978.



St. Teresa of Calcutta
 St. Teresa of Calcutta knew she should become a nun. When she was in the sisters of Loreto she heard God's call. She died in 1997. There were more than 5000 people when she died. She became a saint in 2016 one year before my brother was born.



St. Basil the Great
 He was born in the year 330 in Turkey. He loved learning and religion. He had the monks there to help to grow the word and make the new religious order. He was made Bishop of Caesarea. When others said that Jesus was not God, St. Basil was asked to help and he wrote the Word of God.



Learners and Learning



Strategic Priority: Learners and Learning



Learners and Learning

Elk Island Catholic Schools

Site: EICS (1) -

YearID -

Learners and Learning recognizes that student success depends on quality instruction in an environment that respects learner's independent spirit and promotes the development of innovation and creativity. Teaching and learning corresponds with meaningful assessment and reporting practices. Our goal is for our students and staff to develop to their fullest potential through multiple pathways.

Division Outcome

Students achieve acceptable and excellence in literacy and math / numeracy.

94.3 %

AEAM

- *Education Quality
- *Work Preparation
- *Lifelong Learning

Division Outcome

Implement curriculum through data-informed, responsive instruction and quality assessment.

93.5 %

AEAM

- *Student Learning Engagement
- *Program of Studies

Division Outcome

Students access learning opportunities and supports that address their diverse learning needs.

92.2 %

AEAM

- *Access to Supports and Services
- *Program of Studies - At Risk Students
- *Satisfaction with Program Access
- *Transition Rate

Division Outcome

Strengthen foundational knowledge and understanding through holistic approaches within the division to enhance instructional practices related to First Nations, Métis and Inuit education.

95.8 %

Alberta Education Assurance Measure

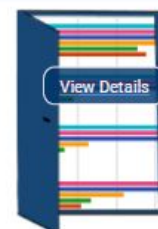
Program of Studies / Diverse Programming

90.4%

Alberta Education Assurance Measure

Program Access

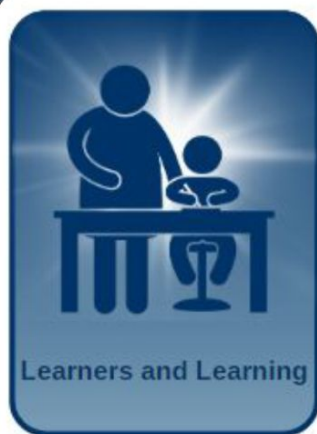
92.9 %



Alberta Education Domains: Student Growth and Achievement, Teaching and Leading, Learning Supports, Governance

In our classrooms, learners are not homogeneous entities but rather unique individuals, each possessing distinct learning styles, strengths and interests. Acknowledging and honoring these diversities is paramount for cultivating an inclusive learning environment where students are active participants and not merely recipients of information.

Our division focus on quality instruction and responsive teaching and the pivotal role played by our staff is empowering students to thrive academically. Staff in each classroom is instilling a love for learning and laying the foundation for continuous growth and curiosity.



Learners and Learning

Our Learners and Learning pillar 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.

94.31%
Students achieve acceptable and excellence in literacy and math / numeracy.

93.5%
Implement curriculum through data-informed, responsive instruction and quality assessment.

92.2%
Students access learning opportunities and supports that address their diverse learning needs.

95.8%
Strengthen foundational knowledge and understanding through holistic approaches within the division to enhance instructional practices related to First Nations, Métis and Inuit education.

Assurance Domain	Measure	EICS		Eik Island CSRD #41			Alberta			Measure Evaluation		
		Assurance Survey Current	Previous Year Result	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	94.1	90.5	83.3	85.4	85.4	84.4	85.1	85.1	n/a	Declined	n/a
	Citizenship	96.9	92.2	82.3	83.0	82.9	80.3	81.4		Very High	Maintained	Excellent
	High School Completion Rate (3 yr)			82.4	87.0	89.8	80.7	83.2	82.3	Intermediate	Declined Significantly	Issue
	High School Completion Rate (5 yr)			94.6	95.6	94.2	88.6	87.1	86.2	Very High	Maintained	Excellent
	PAT: Acceptable			69.3	65.4	n/a	63.3	64.3	n/a	Intermediate	n/a	n/a
	PAT: Excellence			14.4	13.9	n/a	16.0	17.7	n/a	Intermediate	n/a	n/a
	Diploma: Acceptable			81.5	78.8	n/a	80.3	75.2	n/a	Intermediate	n/a	n/a
	Diploma: Excellence			20.6	19.6	n/a	21.2	18.2	n/a	High	n/a	n/a
Teaching and Learning	Education Quality	93.4	94.1	89.4	89.9	89.8	88.1	89.0	89.7	High	Maintained	Good
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments	95	93.2	85.6	86.1	86.1	84.7	86.1	86.1	n/a	Maintained	n/a
	Access to Supports and Services	91		82.6	82.4	82.4	80.6	81.6	81.6	n/a	Maintained	n/a
Governance	Parental Involvement	95.4	86.4	80.0	82.0	80.1	79.1	78.8	80.3	High	Maintained	Good

Supplementary Measures

Measure	EICS		Eik Island CSRD #41			Alberta			Measure Evaluation		
	Assurance Survey Current	Previous Year Result	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			1.8	n/a	72.5	3.5	n/a	56.6	n/a	n/a	n/a
Drop Out Rate			2.9	2.3	1.4	2.5	2.3	2.5	High	Decline Significantly	B
In Service Jurisdiction Needs	98.2	96.4	91.9	92.7	90.0	82.2	83.7	84.3	Very High	Maintained	Excellent
Lifelong Learning	93.19	Part of Citizenship	79.4	83.2	73.9	80.4	81.0	76.8	High	Improved Significantly	Good
Program of Studies	90.4	86.1	84.5	84.1	82.9	82.9	82.9	82.6	Very High	Improved	Excellent
Program of Studies- At Risk Students	90.6	87.4	82.9	83.1	83.3	81.2	81.9	83.4	Low	Maintained	Issue
Rutherford Scholarship Eligibility Rate			80.6	79.0	78.3	71.9	70.2	68.3	Very High	Improved	Excellent
Safe and Caring	94.6	93.2	88.3	88.7	88.6	87.5	88.8	89.1	Very High	Maintained	Excellent
Satisfaction with Program Access	85.8	Part of Broad Program	71.8	72.6	71.2	72.9	72.6	73.9	Low	Maintained	Issue
School Improvement	94.4	84.1	75.5	76.0	77.2	75.2	74.2	77.9	Intermediate	Declined	Issue
Transition Rate (6Year)			73.6	80.3	75.2	59.7	60.3	60.2	Very High	Maintained	Excellent
Work Preparation	93.2	94.5	83.0	89.4	84.5	83.1	84.9	84.5	High	Maintained	Good

Learners and Learning

The EICS Education 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 Education Assurance Survey response rate provides a comprehensive representation of the division parents, staff and students. The fact that our measures are above or equal to the the provincial average is a testament to the satisfaction of our stakeholders with our system providing depth and breadth to specific measures. The 2022-2023 results confirm the Division continues to show positive achievement in several areas.

EICS Celebrates

- Outperforming the province in all of the measures with the exception of Provincial Achievement Tests and Diploma Examination Standard of Excellence and 3 year High School Completion rate
- Student Learning Engagement - 94.1% compared to the provincial average of 84.4%
- Citizenship - 96.9% compared to the provincial average of 80.3%
- Education Quality - 93.4% compared to the provincial average of 88.1%
- Welcoming, Caring, Respectful and Safe Learning Environment - 95% compared to the provincial average of 84.7%
- Access to Supports and Services - 91% compared to the provincial average of 80.6%
- Parental Involvement - 95.4% compared to the provincial average of 79.1%
- Drop Out Rate - 2.9% compared to the provincial average of 2.5%
- Lifelong Learning - 93.19% compared to the provincial average of 80.4%
- Programs of Studies - 90.4% compared to the provincial average of 82.9%
- Programs of Studies - At Risk Students - 90.6% compared to the provincial average of 81.2%
- Rutherford Eligibility Rate - 80.6% compared to the provincial average of 71.9%
- Safe and Caring - 94.6% compared to the provincial average of 87.5%
- Satisfaction with Program Access - 85.8% compared to the provincial average of 72.9%
- School Improvement - 94.4% compared to the provincial average of 75.2%
- Transition Rate (6 year) - 73.6% compared to the provincial average of 59.7%
- Work Preparation - 93.2% compared to the provincial average of 83.1%

Opportunities for Improvement

- Provincial Achievement Tests - Standard of Excellence below the provincial average by 1.6%
- Diploma Examinations - Acceptable Standard below the provincial average specifically in Math 30-1 and 30-2
- Diploma Examinations - Standard of Excellence below the provincial average by 0.6%
- High School Completion (3 year) - Dropped by 4.6% at the Divisional level

Learners and Learning

Highlights

Acceptable and Excellence in Literacy and Numeracy - 94.3%

- Individualized and targeted supports provided in response to the results of the Phonological Assessment in English and French (Gr.1-3) in alignment with learning disruption.
- Implementation and supports provided for the EICS Math Assessment (Gr. 1-4) based on the Learning Progressions and new Math curriculum.
- Collaboration with provincial partners continued for the development of the EICS Math Assessment (Gr 5-7).
- Intentional literacy and numeracy data analysis with middle schools that included a focus on thinking routines.

Implement Curriculum through Data-informed, Responsive Instruction and Quality Assessment - 93.5%

- New curriculum implementation was supported through summer curriculum camp, regular professional learning throughout the school year as well as during admin meetings.
- Data analysis sessions were provided for administrators and staff to support responsive teaching.
- The new Kindergarten Report Card (January and June) was fully implemented in all elementary schools.
- The Bridging Report Card was developed collaboratively with staff to support transparent reporting to parents and guardians.

Students Access Learning Opportunities and Supports - 92.2%

- The refinement of key frameworks for Collaborative Response Model and Continuum of Supports: Refinement, modeling and integration of pre-meeting agenda, case conference elements, and action items by Inclusive Learning Services team with school teams to improve responsive supports for all learners, documentation practices and build professional capacity .
- The refinement of competency-based assessing and reporting of and for our Flexible Learning Pathways students that reflect targeted literacy, numeracy, communication instruction and learning.
- Provision of school-based targeted programs to support diverse learning needs (eg., Expanding Expressions Tool, Visualizing & Verbalizing, Hanen Strategies, social skills groups, fine motor groups).
- English as Additional Language Lead Teachers supported to continue to develop staff competency in the areas of instructional strategies and culturally responsive teaching practices to support all learners.
- Increased staffing to support Ukrainian students entering into our schools.
- Technology was provided to all Ukrainian newcomers to support learning (translation, Lexia).
- Centralized Speech Language Pathology screening and assessment days to welcome new families into EICS prekindergarten programs to identify and proactively plan for early intervention language needs.

Strengthen Foundational Knowledge and Understanding to Enhance Instructional Practices related to First Nations, Métis and Inuit Education - 95.8%

- Division consultant collaborates with Indigenous Education leads to continue to develop staff competency and instructional strategies to support Indigenous students and all learners.
- Integration of Indigenous elders and knowledge keepers increased to provide guidance and teachings in classroom lessons and at division and school level events.

Learners and Learning

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.

It should be noted that for grade 6 PATs, some schools optionally implemented the English Language Arts and Literature and the Math curriculum and therefore, did not write those PATs. As well, some grade 6 classes were piloting the science curriculum and did not write the PAT.

Division Provincial Achievement Test 2022-2023 Summary

	Acceptable Standard			Standard of Excellence		
	EICS	PROV	+/-	EICS	PROV	+/-
ELA 6	88.1	76.2	+11.9	19.2	18.4	+0.8
FLAL 6	97.3	77.6	+19.7	18.9	12.5	+6.4
Math 6	72.0	65.4	+6.6	9.6	15.9	-6.3
Science 6	74.1	66.7	+7.4	22.2	21.8	+0.8
Social Stud. 6	78.3	66.2	+12.1	20.4	18.0	+2.4
ELA 9	75.8	71.4	+4.4	11.8	13.4	-1.6
FLA 9	86.8	76.1	+10.7	3.8	10.9	-7.1
Math 9	54.3	54.4	-0.1	5.3	13.5	-8.2
Science 9	75.3	66.3	+9.0	22.3	20.1	+2.2
Social Stud. 9	63.8	58.4	+5.4	15.1	15.9	-0.8

Strengths

- Exceed the provincial average in all subjects at the Acceptable Standard.
- Due to intentional data analysis and PL, Math 9 results improved significantly.
- Division and school emphasis on responsive teaching based on variety of assessment data.

Areas for Growth

- Below the provincial average in Standard of Excellence in 5 of the 10 subjects.
- Continue focus on math at all grade levels.

Learners and Learning

Division Diploma Exams 2022-2023 Summary

	Acceptable Standard			Standard of Excellence		
	EICS	PROV	+/-	EICS	PROV	+/-
Biology 30	81.1	82.7	-1.6	29.7	32.8	-3.1
Chemistry 30	76.0	80.5	-4.5	30.8	37.0	-6.2
ELA 30-1	92.3	83.7	+8.6	14.4	10.5	+3.9
ELA 30-2	94.1	86.2	+7.9	22.2	12.7	+9.5
FLA 30-1	No data	No data		No data	No data	
Physics 30	79.2	82.3	-3.1	36.6	39.9	-3.3
Math 30-1	58.2	70.8	-12.6	16.0	29.0	-13.0
Math 30-2	67.0	71.1	-4.1	14.2	15.2	-1.0
Science 30	80.4	79.4	+1.0	22.5	23.1	-0.6
Social Studies 30-1	89.6	83.5	+6.1	14.1	15.9	-1.8
Social Studies 30-2	86.1	78.1	+8.0	19.8	12.3	+7.5

Strengths

- English Language Arts 30 courses are above the province in Acceptable Standard and Standard of Excellence.
- Science 30, Social 30-1, and Social 30-2 are above the province in Acceptable Standard.
- Social 30-2 is above the Standard of Excellence.

Areas for Growth

- Below the provincial average in Standard of Excellence in 7 of the 10 subjects.
- Continue focus on math 30-1 and 30-2.
- Continued effort on skill development (number sense and algebra skills), critical thinking, mathematical reasoning.
- Improve problem solving skills where students apply their understanding to solve problems given new context and new situations (application questions).

Learners and Learning

There are several factors that have affected the Provincial Achievement Test (PAT) and Diploma Examination administrations over the past few years.

The COVID-19 pandemic impacted the participation in the PATs and Diploma Examinations in 2019/2020 and 2020/2021 and the January 2022 Diploma Examination administration as well. Consequently, the results for the 2019/2020 and 2020/2021 school years are not available for the PATs or Diploma Examinations as shown in our trend data. In the absence of the Diploma Examinations, the achievement level of diploma courses was determined solely by school-awarded marks.

Security breaches occurred over the last few days of the 2021/2022 PAT administration window. To maintain the validity and comparability of provincial results, students most likely impacted by these security breaches have been excluded from the provincial cohort; however, all students have been included in school and school authority reporting.

The 2022/2023 PAT results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas. Participation in the PATs and Diploma Examinations was also impacted by the fires in May and June 2023.

As a result of these factors, caution should be used when interpreting High School Completion Rates, Provincial Achievement Test results, and Diploma Examination results over time.

EICS continues to analyze trended data over time to support schools in developing comprehensive plans for improvement.

Division Achievement Results - 5 Year Trends of Provincial Assessments

- [Division Achievement Results 2022-2023 - English Language Arts](#)
- [Division Achievement Results 2022-2023 - French Language Arts](#)
- [Division Achievement Results 2022-2023 - Mathematics](#)
- [Division Achievement Results 2022-2023 - Science](#)
- [Division Achievement Results 2022-2023 - Social Studies](#)

Highlights

- All programs are trending to pre-covid levels of achievement.
- Social Studies programs are trending upward in achievement.
- Both the English Language Arts and the French Language Arts programs are trending upward and are consistently above the provincial average.
- A need for continued emphasis on improving math and science at all levels.

Learners and Learning

Early Years Literacy and Numeracy Assessments

[Alberta Education Learning Disruption Grant 2022-2023 - Results](#)

During the 2022-2023 school year, Alberta Education provided funding for targeted programming for students in grades one to four who were identified as needing additional learning supports to “close the gap” in literacy and numeracy learning due to the COVID-19 disruption.

The key performance measure that was used for the literacy assessments, to determine success of our programming was the **EICS Phonological Awareness and Word Recognition Assessment**. The process of selecting students needing support was determined by identifying students achieving **less than 25 percentile in mastery of letter-sound identification and phonemic awareness**. The key performance measure that was used for the numeracy assessments, to determine success of our programming was the EICS Math Assessment. The identification of students needing support was determined by identifying **students achieving less than the 25 percentile in foundational number skills, number sense, patterning and algebra**.

Literacy: EICS Phonological Awareness Assessment

Grade	Total Students Assessed	Students identified as at risk (beginning of school year)	Average number of months behind	Students identified as at risk (end of school year)	Average number of months gained at grade level
1	363	122	6.15	4	5.83
2	422	62	12.03	12	11.69
3	409	50	12.71	19	10.05
4	379	30	21.48	24	6.11

Numeracy: EICS Math Assessment

Grade	Total Students Assessed	Students identified as at risk (beginning of school year)	Average number of months behind	Students identified as at risk (end of school year)	Average number of months gained at grade level
1	363	120	4.03	11	2.62
2	422	81	4.80	9	3.91
3	409	83	5.62	8	5.00
4	379	36	5.8	18	4.58

Learners and Learning

Alberta Education Learning Disruption Grant 2022-2023 - Strategies

A summary of support strategies used for students identified as being at risk at each grade level.

- Identified students were provided with small group instruction in both literacy and numeracy. Teachers progressed through a series of lessons matched to the level of need identified with right-time formative assessments to provide targeted remediation.
- Teacher instructional practice and pedagogy was supported by the push in model. Through this approach, all students were supported with foundational literacy and numeracy skills. (eg., Science of Reading, Phonological Awareness, Mathematical fluency).
- The division consultants provided supports focused on a structured literacy approach for improved reading skills centering on phonemic awareness and phonics instruction in Division 1. Supports included resources, professional learning, and modelled lessons.
- Continued to develop an understanding of the Mathematical Learning progression that would support proficiency in mathematics.
- Intentional professional learning about and application of academic verbs found in the new K-6 curriculum that would lead to students developing the skills and procedures to demonstrate an understanding of curriculum.

Promising Practices

Information gathered from the literacy screening assessments and EICS Math 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 primary goal is to strengthen early literacy and numeracy skills, with an emphasis on explicit instruction. 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. The division consultants, collaborative response coordinators, inclusive learning facilitators and administration assist in data analysis and providing appropriate strategies to be responsive to student needs.

Data from the dashboards is used in conjunction with in-class assessment 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.

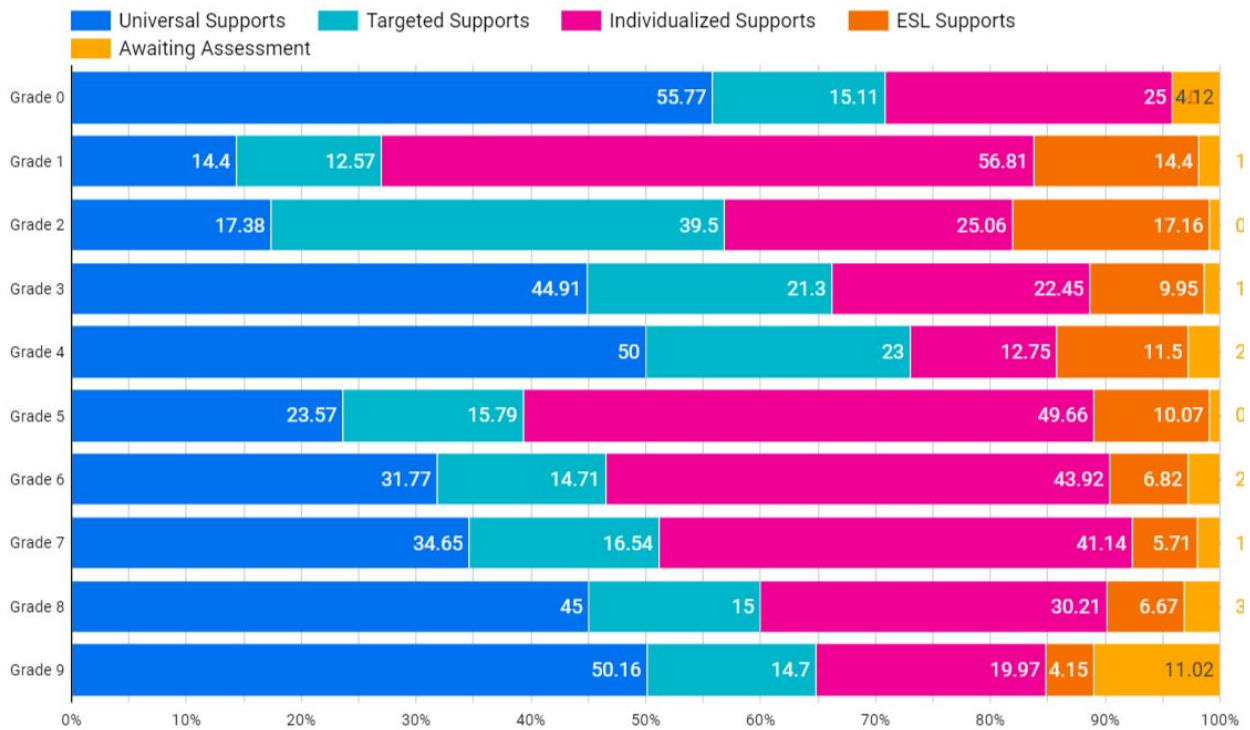
At a collaborative team meeting, grade level meeting or department meeting, the staff is led through a detailed analysis using the data from the assessments, the dashboards, in-class observations, conversations, and products to inform their instructional practices targeting the areas of growth identified.

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.

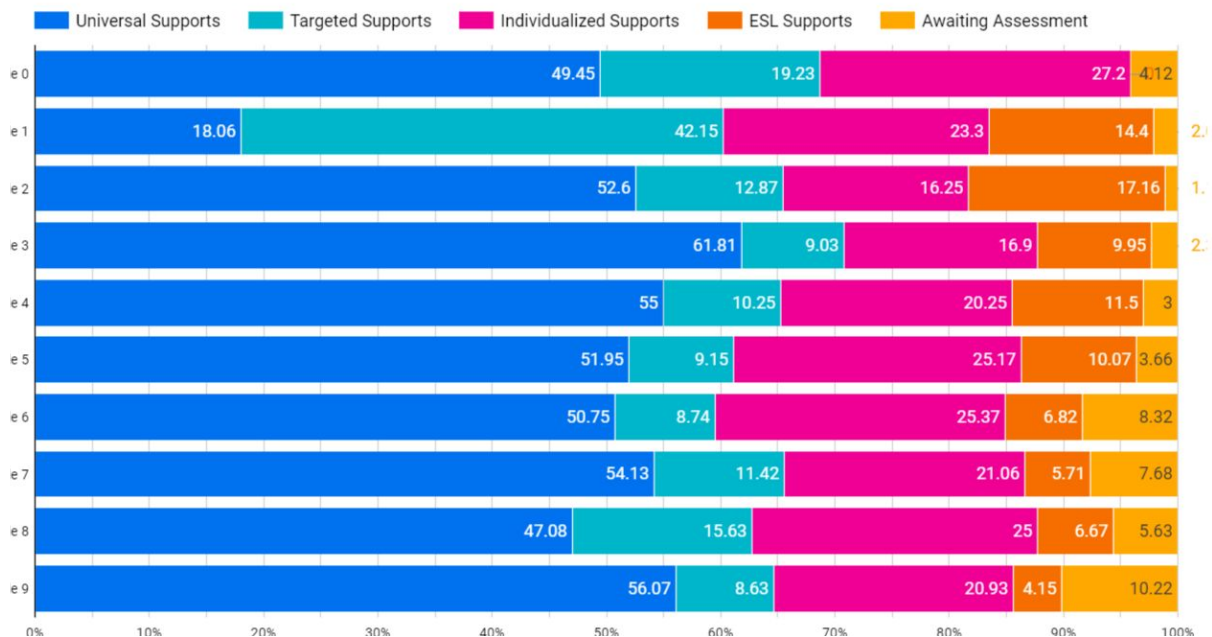
Learners and Learning

The Division dashboard reflects an overall picture of the number of students identified to receive leveled supports (individualized, targeted, and universal) in literacy and numeracy as captured at the beginning of the school year to support responsive teaching.

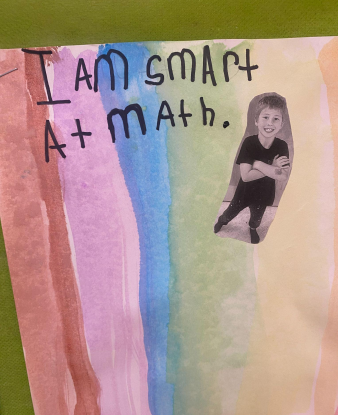
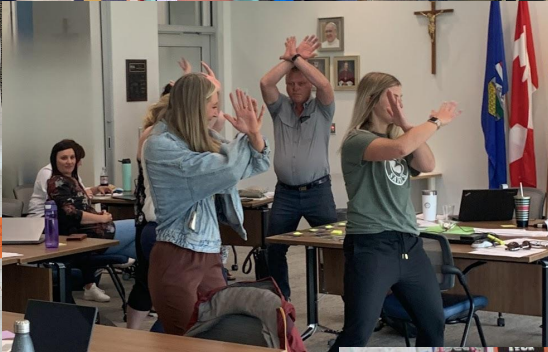
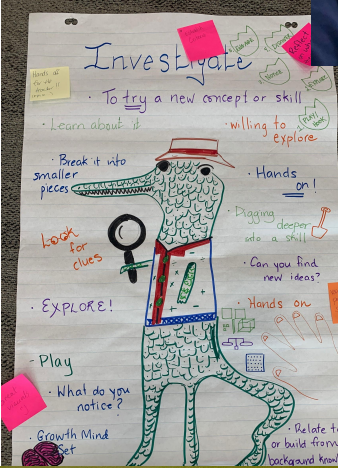
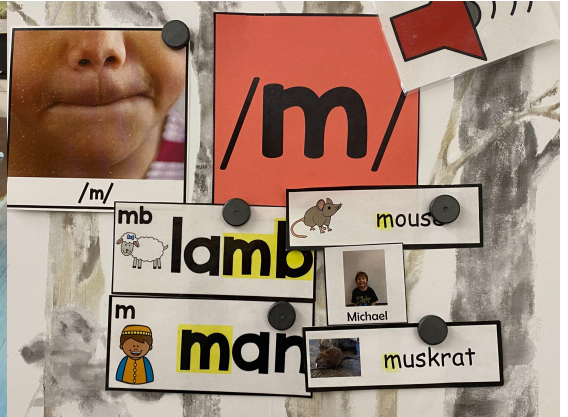
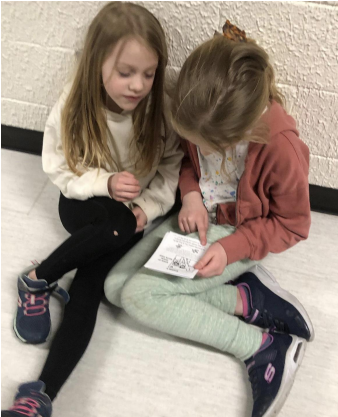
The following **literacy** graph is displayed on our public facing Education Assurance Dashboard:



The following **numeracy** graph is displayed on our public facing Education Assurance Dashboard:



Learners and Learning



Quality Teaching and Learning - First Nations, Métis and Inuit

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	88.5	85.3	86.5	87.0	89.5	89.1	High	Maintained	Good
	5-year High School Completion	86.4	85.0	90.8	71.3	68.0	67.0	Intermediate	Maintained	Acceptable
	PAT: Acceptable	61.3	61.1	n/a	40.5	43.3	n/a	Very Low	n/a	n/a
	PAT: Excellence	11.1	7.0	n/a	5.5	5.9	n/a	Low	n/a	n/a
	Diploma: Acceptable	72.2	71.4	n/a	74.8	68.7	n/a	Low	n/a	n/a
Teaching & Leading	Diploma: Excellence	15.6	6.3	n/a	11.3	8.5	n/a	Intermediate	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

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)	3.0	n/a	80.0	1.3	n/a	24.4	n/a	n/a	n/a
Drop Out Rate	0.8	1.5	0.7	5.1	4.9	5.1	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	76.3	67.6	78.8	43.9	41.1	39.9	Very High	Maintained	Excellent
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)	85.0	67.2	61.9	35.5	37.7	36.1	Very High	Improved	Excellent
Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

First Nations, Métis, and Inuit students in EICS demonstrate strength in all measures, exceeding the provincial average in all but one area. Achievement of Acceptable on the diploma exam increased in EICS, but the overall average is slightly below the provincial achievement.

Highlights:

- A substantial increase in the achievement of standard of Excellence on both the PAT and diploma exams.
- Although the measure is reported at low, there was a significant increase in the achievement of the standard of Excellence on the PAT.
- Drop out rate decreased from the previous year.
- Rutherford Scholarship Eligibility Rate increased and reflects a very high achievement rate.
- 3-year high school completion rate improved while the province noted a drop.

Areas for Growth:

- The achievement of Acceptable on both the PAT and diploma exams rose slightly, but this rate of achievement is an area for growth.
- Although the achievement of Acceptable on the Diploma exams increased, this is an area of low achievement and requires growth.

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 had a positive influence on student academic achievement and sense of belonging. School-based Indigenous Education lead teachers attend regular professional learning sessions with the district consultant and a Métis knowledge keeper, and they apply their learning to support colleagues in planning classroom lessons and school initiatives which reflect Indigenous perspectives. Leads are also involved with their leadership team in tracking achievement of self-identified students and working to improve educational outcomes through intentional Indigenous-based programming and instructional supports. Leads in the secondary schools also promote scholarship and bursary opportunities to ensure Indigenous students have access to continuing education opportunities, and all leads work in conjunction with their school administration to consider nominating students for the ASBA Honouring Spirit Award. School-based administrators benefit from regular professional learning segments during their monthly meetings which in turn helps them support both their staff and students to engage with Indigenous ways of knowing and being.

A critical part of this work is the forming of relationships with First Nations and Métis Elders and knowledge keepers, as well as with other community people or organizations. We have continued to expand our connections and we welcome our Indigenous partners into our schools to interact with students and staff. Through the sharing of their culture and knowledge, Indigenous students are seeing themselves reflected in classroom content, celebrations, and ways of learning, and all students are supported in recognizing and understanding Indigenous perspectives. Increased connections to and pride in culture is building student self-confidence which has a positive impact on educational achievement as evidenced by increases in PAT and Diploma results. While gains have been made, academic achievement continues to be an area for growth in order to lessen the gap between EICS First Nations, Métis and Inuit students and the general EICS population.



Quality Teaching and Learning - English as an Additional Language

Assurance Domain	Measure	Elk Island Catholic Separate S (EAL)			Alberta (EAL)			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	65.6	81.8	82.8	72.8	78.5	77.1	Very Low	Declined	Concern
	5-year High School Completion	93.1	96.3	97.3	88.7	86.1	86.0	Very High	Maintained	Excellent
	PAT: Acceptable	53.5	58.9	n/a	57.9	59.7	n/a	Very Low	n/a	n/a
	PAT: Excellence	1.8	3.6	n/a	12.2	13.7	n/a	Very Low	n/a	n/a
	Diploma: Acceptable	62.3	50.0	n/a	67.1	59.0	n/a	Very Low	n/a	n/a
	Diploma: Excellence	7.2	4.5	n/a	13.8	10.8	n/a	Very Low	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 (WCRESLE)	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 2023

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

Measure	Elk Island Catholic Separate S (EAL)			Alberta (EAL)			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)	0.0	n/a	76.2	4.6	n/a	51.0	n/a	n/a	n/a
Drop Out Rate	5.1	1.4	1.5	2.5	2.2	2.3	Intermediate	Declined	Issue
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	53.3	53.1	57.9	60.3	61.3	58.4	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)	88.1	86.8	73.6	62.7	66.0	65.7	Very High	Improved	Excellent
Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

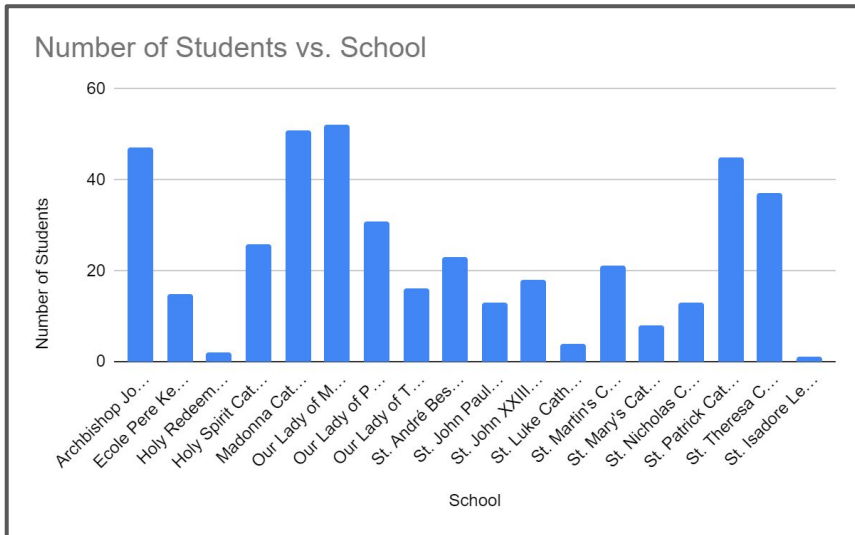
Highlights

- The drop out rate for EICS has been maintained reflecting a **very high** rate of achievement.
- The 4 year High School Completion rate has maintained a high achievement rate and is sitting above the EAL Provincial Average.
- The 5 year High School Completion rate has been maintained at a **very high** rate and is sitting above the EAL Provincial average.
- The transition rate (4 year and 6 year) remains high and above the province.
- The **Acceptable and Excellence Standards** of the Diploma Exam are showing an increase in overall average score from the previous year.

Areas for Growth

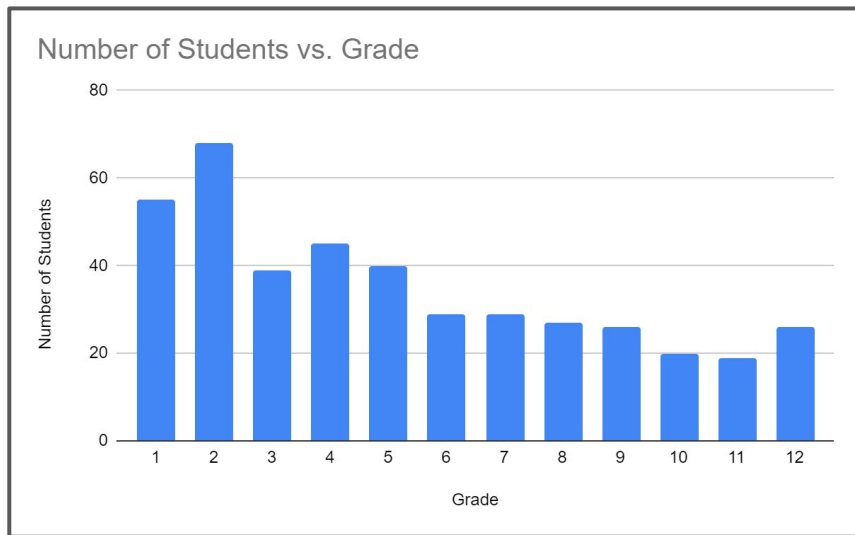
- Rutherford Scholarship eligibility rate continues to remain low.
- Opportunities for growth in achievement exist for both the Acceptable Standard and the Standard of Excellence of the PAT exams. Both are below the EAL provincial average, with The Standard of Excellence of the PAT exams showing significantly below the provincial average, making this an opportunity for growth as well.
- Standards of Acceptable and Excellence of the Diploma exams remain below EAL Provincial Average.

Supporting English Language Learners (ELL) in Elk Island Catholic Schools



Achievements:

- Programming for English as an Additional Language (EAL)
- Supporting 422 EALs 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 EALs and the rest of the student population.
- Meeting the curricular needs of new EALs in our Highschool population.
- Building capacity to include culturally responsive practices within our school communities.

English language learners (ELL) in EICS are supported in numerous ways. There is a designated English as an Additional Language Consultant at Central Learning Services and English as an Additional Language Lead teacher in each school. The school-based lead teachers attend regular professional development 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 Alberta Education 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 professional development 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.

Systemic Wellness



Strategic Priority: Systemic Wellness



Elk Island Catholic Schools

Site: EICS (1) ▾

YearID ▾

Elk Island Catholic Schools is committed to supporting the well-being of all. Wellness issues are linked to decreased learning and productivity, interpersonal conflict, and increased absenteeism, as well as short and long-term disability claims. The Division recognizes that wellness is a collective responsibility. Our goal is that staff and student **well-being**, in mind, body and spirit, will be supported through programming and education.

Division Outcome

Support holistic well-being through education and professional development in the areas of physical literacy, weight neutral well-being and mental health. (AP168)

94 %

Division Outcome

Provide proactive, responsive and accessible supports for mental health and well-being of our students, staff and families.

93 %

Division Outcome

Honor the dignity of the human person by providing and supporting diversity education and supports for equity and inclusion.

95.3 %

AEAM
 *Welcoming, Caring, Respectful and Safe Learning Environments
 *Safe and Caring

The assurance survey data above reflects overall results for EICS unless a school site is manually selected.

Alberta Education Domains: Learning Supports, Local & Societal Context



Elk Island Catholic Schools believes in the importance of wellness in mind, body and spirit. We believe that supporting healthy school communities through our faith lens 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 spiritual wellness, mental health, and physical wellbeing 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.

Systemic Wellness

Systemic Wellness Measures

Our Systemic Wellness pillar measures include Division Education Assurance Survey results measuring employee engagement, staff and student perspective related to wellness and culturally responsiveness. In addition, we also include the Alberta Education Assurance measure; success with safe and caring schools and educational transitions.

Supporting holistic well-being through staff education and professional development is essential for creating a healthy work environment. Educating our staff on managing their spiritual, physical, mental, and emotional health is supporting their overall well-being and is contributing to improved professional performance. Our wellness initiatives are aimed to support our staff to effectively cope with stress, maintain work-life balance, and build resilience which in turn supports students. By providing proactive, responsive, and accessible supports for mental health and well-being, EICS is demonstrating their commitment to staff and student health but also cultivating a positive workplace culture, leading to collective well-being in an inclusive environment.

Results

- Overall parents, staff and students are 94.1% satisfied with the Division approach to systemic wellness.

Moving Forward

EICS continues to mobilize engagement and support from key leaders to work towards a shared responsibility and commitment to mental health and well-being for staff and students, in the face of competing priorities and policy shifts.

Next steps for us at EICS for continued improvement would be to leverage systemic wellness as a shared responsibility through cross-sectional leadership and system frameworks to help establish role clarity and coherence across the division.



94%

Support holistic well-being through education and professional development in the areas of physical literacy, weight neutral well-being and mental health. (AP168)

93%

Provide proactive, responsive and accessible supports for mental health and well-being of our students, staff and families.

95.3%

Honor the dignity of the human person by providing and supporting diversity education and supports for equity and inclusion.

Systemic Wellness

Highlights

Support Holistic Well-Being through Education and Professional Development - 94%

- AP 168 updated in partnership with the University of Calgary Body Image Lab with a focus on healthy relationship with food.
- Professional learning series with Elizabeth Tingle from the University of Calgary - Werklund Institute based on Weight-Neutral Wellbeing focusing on the shift.
- EICS VTRA processes and forms refined, including Fair Notice Letter updated and for public access, aligned to updated VTRA training.
- Division coordinates a Faith and Wellness Day for all staff to engage in professional learning, activities and opportunities to support their holistic wellbeing.

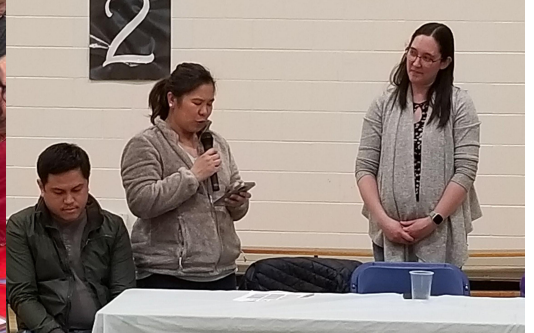
Provide Proactive, Responsive and Accessible Supports for Mental Health and Well-Being - 93%

- Launch of the Here Comes the Sun Mental Health Initiative in support of proactive wellness approach integrating our faith, indigenous perspectives and PEPY.
- Education provided on how to support EAL families within our Division with Actions for Healthy Communities (CRC/ILF/FWW).
- Additional schools became Apple School Allies.
- Partnerships with Apple Schools, Alberta Health Services, Ever Active Schools help to assist and support schools with resources that promote staff, student and family wellness.
- Collaborative partnerships and facilitated access to external community supports related to mental health including: enhanced learning for students and staff through the instruction of evidence based programs provided by the MHCB (Mental Health Capacity Builders) Coaches in Strathcona and Vegreville.
- Evidence of FWW (Family Wellness Workers) and teachers demonstrating increased capacity to implement strategies and incorporate SEL(Social-Emotional Language) learned in SEL groups.
- System understanding is developing that systemic wellness is a shared responsibility.

Honor the Dignity of the Human Person by Providing and Supporting Diversity Education and Supports for Equity and Inclusion - 95.3%

- Professional learning continued on the pastoral approach and the Life Framework with Administrators, Chaplains, Family Wellness Workers, and Counsellors.
- Information sharing of culturally responsive teaching practices with schools to inform practice and build knowledge around building culturally responsive learning environments. SIOP (Sheltered instruction observation protocol) strategies offer ways of making learning more accessible for EAL students. These strategies are shared with the EAL leads and school staff.
- Division coordination of cultural presenters via a local Multicultural Society increases awareness of and respect for the diverse cultures that make up our communities (eg., Actions for Healthy Communities).

Systemic Wellness



Community Engagement



Strategic Priority: Community Engagement




Elk Island Catholic Schools

Site: EICS (1) ▾

YearID ▾

Elk Island Catholic Schools is committed to enhanced engagement with educational partners to improve communication, decision-making and system assurance. Our goal is to provide enhanced opportunities to support student success through communication, engagement and partnership.

Division Outcome

Provide appropriate, transparent and timely communication with schools, families and community stakeholders.

94.4 %

AEAM
*School Improvement

Division Outcome

Provide opportunities for all stakeholders (staff, students, and parents) to have involvement and provide feedback to improve the educational experience.

95.7 %

AEAM
*Parental Involvement

Division Outcome

Enhance EICS Divisional operational performance through increasingly effective, efficient and streamlined processes and practices to contribute to a positive school experience.

92.5 %

AEAM
*In-service Jurisdiction Needs

Alberta Education Domains: Local & Societal Context, Governance



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 from parents, staff, students and the community at large guides the division and the school on the desired future.

Community Engagement

The Community Engagement pillar measures include the Division Education Assurance Survey results. The survey measures communication, stakeholder engagement, parental involvement, school improvement, operational performance and staff satisfaction with the assurance process and professional learning offered to staff.

EICS Assurance Survey Comparison to Alberta Education Survey

2022-2022 EICS Education Assurance Measure Survey Average

Response Rate:

Parents: 1081 Staff: 516 Students: 3538

2022-2023 Alberta Education Assurance Measure Survey Average

Response Rate:

Parents: 164 Staff: 90 Students: 1444

EICS administers the Alberta Education survey in addition to our EICS Education Assurance Survey. The EICS Education 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	4835	3538	73%
Parents/ Guardians	6439	1081	17%
Staff	555	516	93%



94.4%

Provide appropriate, transparent and timely communication with schools, families and community stakeholders.

95%

Provide opportunities for all stakeholders (staff, students, and parents) to have involvement and provide feedback to improve the educational experience.

92.48%

Enhance EICS Divisional operational performance through increasingly effective, efficient and streamlined processes and practices to contribute to a positive school experience.

Community Engagement

Highlights

Provide Timely Communication with Schools, Families, and Community Stakeholders - 94.4%

- Monthly Trustee Highlights shared on our social media platforms.
- Weekly School Newsletters shared with families.
- Division social media platforms share the Good News of Catholic Education.
- Website has increased emphasis on promoting Trustee advocacy.

Provide Opportunities to all Stakeholders to have Involvement and Provide Feedback to Improve the Educational Experience - 95.7%

- Catholic School Review process helps to determine the areas of strength and growth based on the Five Marks of a Catholic School and the data is shared on a public facing dashboard.
- Active School Engagement process allows for reflection, discussion and ongoing strategic planning.

Enhance Divisional Operational Performance - 92.5%

All divisional departments; including Board of Trustees, take part in the assurance process.

Business Services

- Training sessions offered with administrators on budget and finance.
- A new purchase card process implemented for tracking vendor names on purchase transactions.

Communications

- Archive for communication-related resources (logos, templates, images, etc.) overhauled for consistency in location and accessibility to assist with school and division public communication.

Facilities Department

- School cleanliness improved by custodial coaching, regular onsite visits and sick coverage.

Human Resources Services

- Staff satisfaction (97.53%) with the response time to queries.
- Staff satisfaction (95.5%) with the support provided to staff.

Technology Services

- School VOIP phone system upgraded in the division.
- School Communications (School Engage) improved to facilitate engagement and communication.

Transportation Services

- The number of bus cancellations due to driver shortage decreased due to transportation staff obtaining a Class 2 drivers license to be available to drive the school bus.

School Education Assurance Plans - 2023-2024

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 integration, learners and learning, systemic wellness and community 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 education 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 Education Assurance Plan Goals with corresponding strategies to Senior Administration based on their stakeholder engagements and data analysis of their School Education 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 Measures

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 - 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.