

Elk Island Catholic Schools

2023-2024

Annual Education Results Report

Go Light Our World



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. This report was prepared under the direction of the board in accordance with the responsibilities under the Education Act and the Sustainable Fiscal Planning and Reporting Act. 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 2023-24 on December 18, 2024.

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 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)

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

Phone: (780) 467-3633

Fax: (780) 467-1584

St. Theresa Catholic School (5-8)

(English & Ukrainian)

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

Phone: (780) 464-4001

Fax: (780) 464-7524

Fort Saskatchewan

Our Lady Of The Angels Catholic School (K-4)

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

Phone: (780) 998-3716

Fax: (780) 998-7413

St. André Bessette Catholic School (9-12)

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

Phone: (587) 744-0750

Fax: n/a

St. John Paul II Catholic School (5-8)

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

Phone: (780) 992-0889

Fax: (780) 998-7345

St. John XXIII Catholic School (K-4)

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

Phone: (780) 998-7777

Fax: n/a

Vegreville

St. Martin's Catholic School (K-6)

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

Phone: (780) 632-2266

Fax: (780) 632-6886

St. Mary's Catholic School (7-12)

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

Phone: (780) 632-3934

Fax: (780) 632-2958

Camrose

Our Lady Of Mount Pleasant Catholic School (5-12)

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

Phone: (780) 672-2975

Fax: (780) 672-4747

St. Patrick Catholic School (K-4)

4816 - 53 Avenue, Camrose, AB, T4V OY2

Phone: (780) 672-2177

Fax: (780) 672-1818

For further information on our schools, please visit: [Our Schools | Elk Island Catholic Schools](#)

Introduction to the Report

The Elk Island Catholic School Division's Annual Education Results Report provides a summary of results for the 2023-24 school year. This represents the second 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 Annual Education Results Report for 2023-24. 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 2023-24 school year is year two 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 - 2023-24

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 - 2023-24

September 29, 2023 Actual Enrolment

School Name	Pre-K PUF (Funded Only)	K	1	2	3	4	5	6	7	8	9	10	11	12	Actual FTE 09/30/2023	Actual FTE 09/30/2022	FTE 09/30/21	FTE 09/30/20	FTE 09/30/19
Archbishop Jordan Catholic High School											284	322	358	326	1,290	1,331	1,330	1,353	1,391
École Père Kenneth Keams Catholic School		40	43	39	40	45									187	173	183	185	205
École Our Lady of Perpetual Help Catholic School							68	86	81	105					340	366	383	409	365
Holy Redeemer Catholic School	2	15	29	23	28	28	41	29	20	18					225	164	155	164	160
Holy Spirit Catholic School	2	54	45	56	70	73									272	274	277	285	329
Madonna Catholic School	16	33	40	32	55	34									186	167	163	158	180
Our Lady Of The Angels Catholic School	6	32	36	33	52	28									168	157	157	163	152
Our Lady Of Mount Pleasant Catholic School							79	79	79	82	67	68	47	54	555	564	529	543	528
St. Andre Bessette Catholic School											135	170	153	143	601	579	504	515	485
St. John Paul II Catholic School							73	94	108	97					372	380	389	406	401
St. John XXIII Catholic School	7	51	48	46	53	50									226	197	197	207	218
St. Luke Catholic School		8	18	16	18	12	12	14	10	13					117	125	140	141	148
St. Martin's Catholic School		27	35	35	37	37	31	30							219	187	194	201	216
St. Mary's Catholic School									20	45	28	34	33	28	188	201	181	188	189
St. Nicholas Catholic School		35	47	41	38	68									212	210	209	238	248
St. Patrick Catholic School	2	60	52	68	63	76									290	305	310	314	335
St. Theresa Catholic School							129	129	160	146					564	562	601	630	720
Total Enrolment	35	355	393	389	454	451	433	461	478	506	514	594	591	551	6,010	5,941	5,901	6,097	6,266

Alternative Programming - St. Isidore Learning Centre	K	1	2	3	4	5	6	7	8	9	10	11	12	Actual FTE 09/30/2023	Actual FTE 09/30/2022	FTE 09/30/21	FTE 09/30/20	FTE 09/30/19
Online - EICS		0	0	2	5	0	1	2	8	24	30	41	29	142	115	144	129	100
St. Isidore (Part Time - Headcount)													75	75	107	120	29	26.0
Calgary Classical Schole		8	19	12	12	14	19	19	14	15	12	7	3	154				
St. John Schola		13	9	10	13	11	10	16	10	14	8	10	9	133				
Home Education	184	178	194	185	195	191	181	166	163	125	85	59	53	1,867	1,743	2,044	2,662	1,174
Total Enrolment	184	199	222	209	225	216	211	203	195	178	135	117	169	2,371	1,965	2,308	2,820	1,300

- *8,381 FTE student enrolment for 2023-24 (increase of 475 from previous year)
- *SILC school saw an increase due to online students in Calgary area and THEE Homeschool registrations
- *Increase in students in our Cogito schools as this is a newer program, as well as in our Hockey program at Holy Redeemer.
- *Most of the increase is the new kindergarten enrollments after the province added home education funding for kindergarten



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

Priority Measures

Faith Integration: Key performance measures include data collected through the annual EICS Assurance Survey and the Catholic School Review process.

Learners and Learning: Key performance measures include data provided by Alberta Education and data collected through the annual EICS Assurance Survey.

Systemic Wellness: Key performance measures include EICS Assurance Survey, employee engagement, staff and student health and wellness and data provided by Alberta Education.

Community Engagement: Key performance measures include EICS Assurance Survey and data provided by Alberta Education.



Division Priority Averages



Faith Integration



Learners and Learning



Systemic Wellness



Community Engagement

Faith Integration 95%

98% Students and staff explore a deeper understanding of faith through the division faith theme.

96% - Students and staff engage in living a sacramental life to deepen their faith journey.

94% - Students are provided relevant religious education and faith integration in all curricula.

96% - Foster a meaningful connection with families, parishes, and Catholic organizations to be advocates and witnesses for the success of Catholic Education.

93% Active Citizenship

Learners and Learning 93%

94% - Students achieve acceptable and excellence in literacy and math / numeracy.

93% - Implement curriculum through data-informed, responsive instruction and quality assessment.

91% - Students access learning opportunities and supports that address their diverse learning needs.

96% - Strengthen foundational knowledge and understanding through holistic approaches within the division to enhance instructional practices related to First Nations, Métis and Inuit education.

Systemic Wellness 94%

93% Support holistic well-being through education and professional development in the areas of physical literacy, weight neutral well-being and mental health. (AP168)

92% Provide proactive, responsive and accessible supports for mental health and well-being of our students, staff and families.

95% Honor the dignity of the human person by providing and supporting diversity education and supports for equity and inclusion.

Community Engagement 95%

95% 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.

93% Enhance EICS Divisional operational performance through increasingly effective, efficient and streamlined processes and practices to contribute to a positive school experience.

Our Priorities - Corresponding Domains - Division Outcomes - Division Strategies

2022-2026 Division Education Assurance Plan 2023-2024 Elk Island Catholic Schools will ensure Success for all Student				
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 Learning Learning Supports Governance	Learning Supports Local & Societal Context	Local & Societal Context Governance
Understanding the Context	As a Catholic School Division, we are called to share our Catholic faith with our staff and students. Meeting our staff and students where they are at on their faith journey, we invite them into a closer relationship with Christ. Budgetary Principles: Decisions based on: • 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.	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. Budgetary Principles: Decisions based on: • 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 truths of servicing students and supporting the achievement of student outcomes.	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. Budgetary Principles: Decisions based on: • Evaluating student and staff needs and understanding the capacity of staff to support school community needs • Ensuring optimal student and staff engagement	"Assurance is achieved through relationship building and engagement between education partners and by creating and sustaining a culture of continuous improvement and collective responsibility." At ICS, Elk Island Catholic Schools is committed to enhanced engagement with educational partners to improve communication, decision-making and system assurance. Budgetary Principles: Decisions based on: • Managing with the principle of responsible stewardship
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	*Provide an actionable representation of the Division faith theme and corresponding formation opportunities that leads to impact in the division and at the schools. *Provide an actionable representation of the Division faith theme and corresponding formation opportunities that leads to impact in the division and at the schools.	Students achieve acceptable and excellence in literacy and math/numeracy. *System-wide refinement of EICS Literacy Framework *System-wide refinement of EICS Numeracy/Math Framework (environments, teaching practices, assessment practices)	Support holistic well-being through education and professional development in the areas of physical literacy, weight neutral well-being and mental health. (AP 168) *Action the Wellness Administrative Procedure (AP 168) to continue to support staff and student well-being	Provide appropriate, transparent and timely communication with schools, families and community stakeholders. *Enhance visibility of division and school communication (Trustees, division and school initiatives, promotion, events and information) through multiple mediums to improve community engagement
Division Outcome and Corresponding Strategies	Students and staff engage in living a sacramental life to deepen their faith journey. *Provide spiritual and religious support and guidance to enable staff and students to grow in their understanding and commitment to the faith *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)	Implement curriculum through data-informed, responsive instruction and quality assessment. *Support implementation of new curriculum as released through collaboration and professional learning *Support school leadership and staff collaboration to engage in and improve instructional assessment and reporting practices	Provide proactive, responsive and accessible supports for mental health and well-being of our students, staff and families. Enhance the "pectrum of supports for mental health through evidence based practices *Provide education in mental health literacy *Engage School Leadership and Wellness Teams in the Division and Schools to support wellbeing as a shared responsibility	Provide opportunities for all stakeholders (staff, students, and parents) to have involvement and provide feedback to improve the educational experience. *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, CEPRAC, ATA, CIPPE, Teacher, Non-Association, Transportation Association, student voice)
Division Outcome and Corresponding Strategies	Students are provided relevant religious education and faith integration in all curricula. *Promote the Growing in Faith Growing in Christ curriculum and connections to home, school and parish *Plan professional learning opportunities and provide the resources to integrate faith in all curricula at all grade levels	Students access learning opportunities and supports that address their diverse learning needs. *Deploy 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 *Deploy evidence-informed teaching and learning practices (distance and regulation, mental health, faith and wellness, complex needs, mild-moderate needs, communication, literacy, numeracy, etc.) for the success of all students through multi-layered supports.	Honor the dignity of the human person by providing and supporting diversity education and supports for equity and inclusion. *Implement a division action plan for meaningful professional development in the areas of anti-racism, gender and inclusivity *Support school leadership teams in fostering a sense of belonging by creating culturally responsive school communities	Enhance EICS Divisional operational performance through increasingly effective, efficient and streamlined processes and practices to contribute to a positive school experience. *Provide appropriate training and timely communication for effective school operations (IT Department, Financial Services, Human Resources, Communications, Technology, Maintenance, Transportation) *Develop leadership through strategic budgeting and resource management *Support for and access to reliable infrastructure and appropriate technology to promote learning *Optimize, moderate and maintain school facilities to foster enriching learning environments *Provide safe and effective transportation to and from school
Division Outcome and Corresponding Strategies	Foster a meaningful connection with families, parishes and Catholic organizations to be advocates and witnesses for the success of Catholic schools. *Engage with community partners to celebrate the good news of Catholic Education (Division, School, Parish and Faith community connection) *Create opportunities to work together to share and develop experiences that help in the formation of responsible students who give witness to Catholic Social Teachings	Strengthen foundational knowledge and understanding through holistic approaches within the division to enhance instructional practices related to First Nations, Métis and Inuit education. *Support instructional leadership and teaching practices in local learning related to Indigenous foundational knowledge and its application within classrooms and the larger school community - Personal growth in foundational knowledge - Strategies to apply Indigenous perspectives in classrooms - Enhancing visibility of Indigenous culture in the school		
Performance Measure	EICS Measure: Catholic School Review EICS Education Assurance Survey School Faith Environment Staff Faith Formation Student Faith Formation Community engagement Active Citizenship Alberta Education Measure: Students model active citizenship	EICS Measure: EICS Education Assurance Survey EICS Literacy Assessments *K Screener *PA Screener *BAS Assessment *STAR Reading Assessment *GB EICS Math Assessments Alberta Education Measure: Diploma Exam Results Provincial Achievement Test Results High School Completion Results Citizenship Student Learning Engagement Education quality Access to Supports and Services First Nations, Métis and Inuit Student Success English Language Learners	EICS Measure: EICS Education Assurance Survey Employee Engagement Staff Health and Wellness Student Health and Wellness Alberta Education Measure: Welcoming, Caring, Respectful and Safe Learning Environments Access to Supports and Services	EICS Measure: EICS Education Assurance Survey Alberta Education Measure: Satisfaction with Parental Involvement in decisions about their child's education.
EICS relies on Alberta Education and local measures found on the Division Assurance Dashboard and each respective School Assurance Dashboard. The Division and School Leadership teams engage in ongoing data analysis				

[Division Education Assurance Plan 2022-2026 \(YR-2 2023-24\)](#)

[Division Education Assurance Plan 2022-2026 \(YR 3 2024-2025\)](#)

Faith Integration



Strategic Priority: Faith Integration



Faith Integration

Elk Island Catholic Schools

Site: EICS (1) ▾

YearID: ... (1) ▾

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

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

98.29 %

Division Outcome

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

95.83 %

Division Outcome

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

93.84 %

Division Outcome

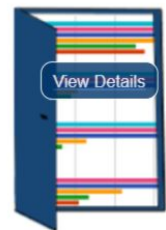
Foster a meaningful connection with families, parishes, and Catholic organizations to be advocates and witnesses for the success of Catholic Education.

95.51 %

Alberta Education Assurance Measure (AEAM)

Active Citizenship

92.64 %



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 "Go light our world!" #GLOW and was guided by scripture from Matthew 5:16:

"Let your light shine before others that they may see your good deeds and glorify your Father in heaven."

Faith Integration

Faith Integration: Go Light Our World!

Faith Integration 95%

98% Students and staff explore a deeper understanding of faith through the division faith theme.

96% - Students and staff engage in living a sacramental life to deepen their faith journey.

94% - Students are provided relevant religious education and faith integration in all curricula.

96% - Foster a meaningful connection with families, parishes, and Catholic organizations to be advocates and witnesses for the success of Catholic Education.

93% Active Citizenship

For the 2023-2024 school year, our faith theme, “Go Light Our World!” (#GLOW), guided by Matthew 5:16—“Let your light shine before others, that they may see your good deeds and glorify your Father in heaven”—strengthened our mission to nurture faith, unity, and compassion across our school division.

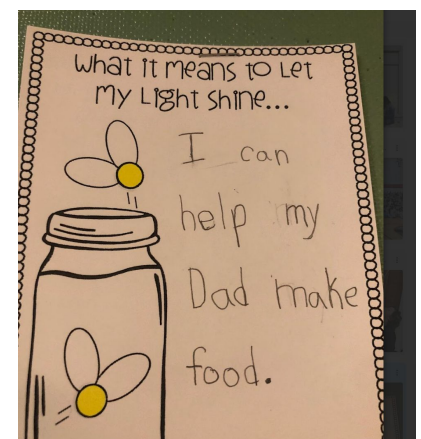
This theme emphasized our commitment to shaping a vibrant, inclusive community where every individual plays a vital role in fostering a culture of love, truth, and goodness. Through #GLOW, we encouraged staff and students alike to be active participants in the world, spreading God’s light through their actions, prayer, and connection to His teachings. This focus has enriched faith integration in our schools, creating spiritually supportive environments that inspire service, empathy, and a strong sense of purpose within our Catholic community.

Our primary strategies for improving our Faith Goal for 2023-2024 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 2023-2024 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 - 98.3%

- Staff and students agree that the focus on the division faith theme helps to foster deeper exploration of the Catholic faith.
- Regular school wide activities and events centered around the theme nurtures student understanding of our faith.
- Students, staff and parents (99%) feel that the Catholic faith is felt, heard, and seen in our schools through celebrations, symbols, and other visible signs that are highlighted through our faith theme.

Living a Sacramental Life - 95.8%

- Faith formation presented monthly to Board of Trustees, Administration and School staff rooted in the scripture and centered around our faith theme.
- 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.
- Faith formation opportunities for school Chaplains based on living a sacramental life to support their role.
- Priest school visits continue to help staff and students deepen their faith.
- The division provided two faith formation opportunities for staff to participate in. The first one consisted of eight online sessions based on the *Turning Point* series by Dynamic Catholic. The division also hosted Theology on Tap in each community.

Religious Education and Faith Integrated Curriculum - 93.8%

- Explored book study with admin and school chaplains, *Educating for Eternity - Making Every Class Catholic*
- The Faith & Wellness consultant works with schools during CTM and PD days to provide support to teachers to integrate faith into all subject areas K-12.

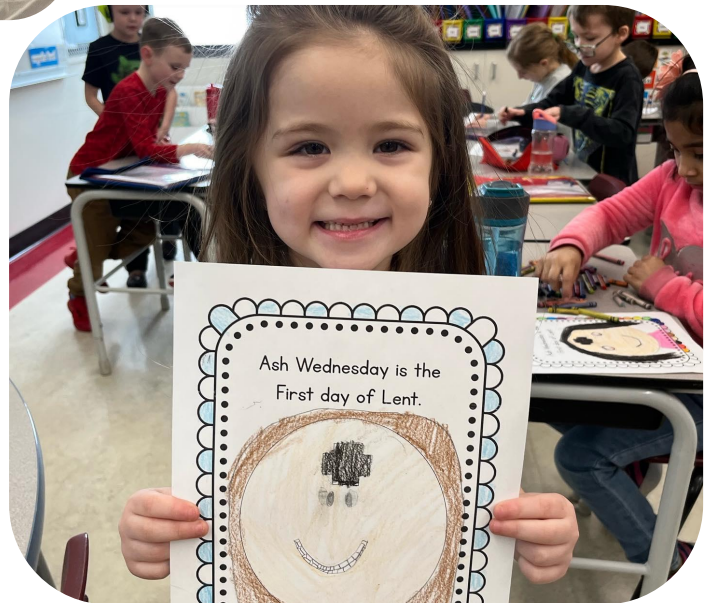
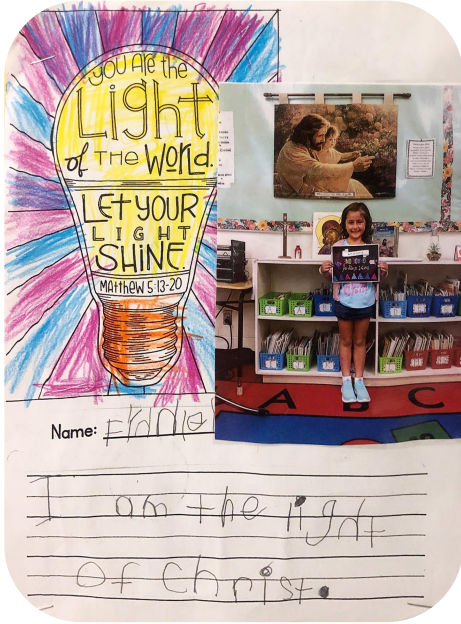
Meaningful Connections to be Advocates and Witnesses of Catholic Education - 95.5%

- 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 - 92.6%

- 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. Métis Elder and Knowledge Keepers met with students at all grade levels in a number of our schools to share teachings related to art, food, smudge, and other cultural practices. Our Métis and First Nations graduates and families had the opportunity to learn to bead their own medicine smudge pouches and were gifted these at their dedicated Grad Blessings. A number of presenters from the Black, Filipino, Asian, and First Nation, Métis, and Inuit communities were welcomed to engage staff and students through the sharing of cultural stories, cooking traditions, dance, and music.

Faith Integration



Learners and Learning



Strategic Priority: Learners and Learning



Learners and Learning

Elk Island Catholic Schools

Site: EICS (1) ▾

YearID: ... (1) ▾

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.

94.06 %

AEAM
 *Education Quality
 *Work Preparation
 *Lifelong Learning

Division Outcome

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

93.29 %

AEAM
 *Student Learning Engagement
 *Program of Studies

Division Outcome

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

90.97 %

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.

95.52 %

Alberta Education Assurance Measure

Program of Studies / Diverse Programming

91.9 %

Alberta Education Assurance Measure

Program Access

92.85 %



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.

Learners and Learning 93%

94% - Students achieve acceptable and excellence in literacy and math / numeracy.

93% - Implement curriculum through data-informed, responsive instruction and quality assessment.

91% - Students access learning opportunities and supports that address their diverse learning needs.

96% - 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		Elk 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	93.6	94.1	84.9	83.8	84.6	83.7	84.4	84.8	n/a	Maintained	n/a
	Citizenship	92.5	96.9	83.2	82.3	82.7	79.4	80.3	80.9	Very High	Intermediate	Excellent
	High School Completion Rate (3 yr)			83.6	82.4	86.8	80.4	80.7	82.4	Intermediate	Declined	Issue
	High School Completion Rate (5 yr)			90.7	94.6	94.2	88.1	88.6	87.3	High	Declined Significantly	Issue
	PAT 6: Acceptable			76	78.3	78.3	68.5	66.2	66.2	Intermediate	Maintained	Acceptable
	PAT 6: Excellence			19.7	20.4	20.4	19.8	18.0	18.0	High	Maintained	Good
	PAT 9: Acceptable			63	67.7	67.7	62.5	62.6	62.6	Low	Declined	Issue
Teaching and Leading	PAT 9: Excellence			13.6	13.4	13.4	15.4	15.5	15.5	Intermediate	Maintained	Acceptable
	Diploma: Acceptable			82.5	81.5	81.5	81.5	80.3	80.3	Intermediate	Maintained	Acceptable
	Diploma: Excellence			21.1	20.6	20.6	22.6	21.2	21.2	High	Maintained	Good
Learning Supports	Education Quality	93.3	93.4	90	89.4	89.6	87.6	88.1	88.6	Very High	Maintained	Excellent
	Welcoming, Caring, Respectful and Safe Learning Environments	95.5	95	87.3	85.6	85.9	84	84.7	85.4	n/a	Improved	n/a
Governance	Access to Supports and Services	88.8	91	83.8	82.6	82.5	79.9	80.6	81.1	n/a	Maintained	n/a
	Parental Involvement	93.5	95.4	80.7	80.0	81.0	79.5	79.1	78.9	High	Maintained	Good

Supplementary Measures

Measure	EICS		Elk 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			63	1.8	n/a	52.7	3.5	n/a	High	n/a	n/a
Drop Out Rate			2.6	2.9	2.2	2.5	2.5	2.4	Very High	Maintained	Excellent
In Service Jurisdiction Needs	97.21	98.2	85.3	91.9	92.3	81.1	82.2	83.0	Intermediate	Declined Significantly	Issue
Lifelong Learning	94.2	93.19	84.5	79.4	81.3	79.9	80.4	80.7	Very High	Improved	Excellent
Program of Studies	91.9	90.4	86.4	84.5	84.3	82.8	82.9	82.9	Very High	Improved	Excellent
Program of Studies- At Risk Students	88.5	90.6	83.8	82.9	83.0	80.6	81.2	81.5	Intermediate	Maintained	Acceptable
Rutherford Scholarship Eligibility Rate			79	80.6	78.6	70.7	71.9	70.0	Very High	Maintained	Excellent
Safe and Caring	93.7	94.6	89.8	88.3	88.5	87.1	87.5	88.1	Very High	Improved	Excellent
Satisfaction with Program Access	84.3	85.8	74.3	71.8	72.2	71.9	72.9	72.7	Intermediate	Improved	Good
School Improvement	93.1	94.4	81.1	75.5	75.8	75.8	75.2	74.7	Very High	Improved Significantly	Excellent
Transition Rate (6Year)			71.8	73.6	75.6	60.1	59.7	60.0	High	Declined	Acceptable
Work Preparation	93.4	93.2	84.5	83.0	86.2	82.8	83.1	84.0	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 2023-2024 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 - 93.9% compared to the provincial average of 83.7%

Students:	91.8 %	Staff:	97.0 %	Parents:	93.0 %
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Citizenship - 92.2% compared to the provincial average of 79.4%

Students:	87.0 %	Staff:	97.5 %	Parents:	92.0 %
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Education Quality - 92.9% compared to the provincial average of 87.6%

Students:	90.3 %	Staff:	98.1 %	Parents:	90.3 %
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Welcoming, Caring, Respectful and Safe Learning Environment - 94.5% compared to the provincial average of 84%

Students:	90.9 %	Staff:	99.0 %	Parents:	93.5 %
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Access to Supports and Services - 92.1% compared to the provincial average of 79.9%

Students:	92.7 %	Staff:	95.0 %	Parents:	88.6 %
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Parental Involvement - 94.3 % compared to the provincial average of 79.5%

Staff:	98.5 %	Parents:	90.0 %
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EICS Celebrates

- Drop Out Rate - 2.6% compared to the provincial average of 2.5%
- Lifelong Learning - 94.2% compared to the provincial average of 79.9%
- Programs of Studies - 91.9% compared to the provincial average of 82.8%
- Programs of Studies - At Risk Students - 88.5% compared to the provincial average of 80.6%
- Rutherford Eligibility Rate - 79% compared to the provincial average of 70.7%
- Safe and Caring - 93.7% compared to the provincial average of 87.1%
- Satisfaction with Program Access - 84.3% compared to the provincial average of 71.9%
- School Improvement - 93.1% compared to the provincial average of 75.8%
- Transition Rate (6 year) - 71.8% compared to the provincial average of 60.1%
- Work Preparation - 93.4% compared to the provincial average of 82.8%

Areas for Growth - Insights from Results Analysis

- High School Completion Rate - percentages of students who completed high school within three, four and five years of entering Grade 10 - above provincial average but a decline from our 3 year average
 - This percentage also includes our home education students who typically do not finish high school in three years.

Learners and Learning

Highlights

Acceptable and Excellence in Literacy and Numeracy - 94%

- Assessment results guide the implementation of universal, targeted, and individualized instructional supports. Division and School Literacy and Numeracy Dashboards visualize student data, informing our assurance work and enhancing responsive teaching.
- Teachers provide tailored support based on staff and resources, using methods like pull-out, small group, one-to-one read-alouds, and whole-class instruction. Right-time formative assessments guide lesson progression and targeted remediation in literacy and numeracy based on students' assessment scores.
- This year focused on Middle School, especially Grade 5. Student and Staff Formation consultants provided resources and professional learning for intervention pedagogy. Schools tailored interventions for identified students through individual or small group pull outs or in-class support.
- Collaboration with provincial partners continued for the development of the EICS Math Assessment

Implement Curriculum through Data-informed, Responsive Instruction and Quality Assessment - 93%

- New curriculum implementation was supported through summer curriculum camp, regular professional learning throughout the school year both at division office and school based CTM and grade group 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.

Students Access Learning Opportunities and Supports - 91%

- The refinement of key frameworks for Collaborative Response Model: 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 .
- Introduction of new support roles; Therapeutic Behaviour Assistants and Flexible Pathways Program Assistants to build capacity and provide increased supports within our Flexible Learning Pathways classrooms and greater responsiveness to behaviour needs.
- English as Additional Language Consultant, Inclusive Learning Consultants, Division Psychologists and Speech-Language Pathologist collaborative support our EAL students in the areas of assessment, instructional strategies and culturally responsive teaching practices
- Centralized Speech Language Pathology screening and assessment days to welcome new families into EICS Pre-kindergarten and PUF programs to identify and proactively plan for early intervention language needs.
- Integration of communities of practice for our PUF/Pre-K classrooms, Flexible Pathways Teachers and Support teams, Collaborative Response Coordinators and Family Wellness Workers that targeted professional learning and collaborative practices to support all learners.
- Low Incidence contracted team collaboration with our Inclusive Learning Team provided significant supports to our Low Incidence students.
- SLP, OT and Consultant AADL (Alberta Aids to Daily Living) support to provide our students with Complex Communication needs increased access to communication devices and programming supports.

Strengthen Foundational Knowledge and Understanding to Enhance Instructional Practices related to First Nations, Métis and Inuit Education - 96%

- Division consultant collaborates with school-based 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. Aggregated grade 6 and grade 9 PAT results are based upon weighted average of percent meeting standards (Acceptable, Excellence) For grade 6, the weight are the number of students enrolled in Social Studies.

Grade 9 courses include ELA (including KAE) Francais, FLA, Math (including KAE), Science (Including KAE), Social Studies (Including KAE). Combined Grade 9:

PAT9: Acceptable	63.0	67.7	67.7	62.5	62.6	62.6	Low	Declined	Issue
PAT9: Excellence	13.6	13.4	13.4	15.4	15.5	15.5	Intermediate	Maintained	Acceptable

It should be noted that there was no PAT for English Language Arts and Literature 6 or Mathematics 6 in 2024. In addition, some classes optionally implemented the Science 6 and French Immersion Language Arts and Literature 6 curricula and, therefore, did not write those PATs.

Division Provincial Achievement Test 2023-2024 Summary

	Acceptable Standard			Standard of Excellence		
	EICS	PROV	+/-	EICS	PROV	+/-
ELAL 6	no data	no data		no data	no data	
<u>FLAL 6</u>	no data	no data		no data	no data	
Math 6	no data	no data		no data	no data	
Science 6	79.3	68.8	+10.5	27.0	24.8	+2.2
Social Stud. 6	76.0	68.5	+7.5	19.7	19.8	-0.1
ELA 9	70.3	69.5	+0.8	10.1	11.8	-1.7
FLA 9	81.4	76.6	+4.8	16.3	10.6	+5.7
Math 9	47.9	52.7	-4.8	8.7	14.0	-5.3
Science 9	71.6	67.6	+4.0	22.4	20.8	+1.6
Social Stud. 9	61.4	60.5	+0.9	13.1	15.8	-2.7

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

Strengths

- Exceeded the provincial average in all subjects but one at the Acceptable Standard.
- Division and school emphasis on responsive teaching based on variety of assessment data.

Areas for Growth - Insights from Results Analysis

- Below the provincial average in Standard of Excellence in 4 of the 7 subjects that have reportable data.
- Math 9 noted a drop from the previous year. Continue a focus on math at all grade levels.

Learners and Learning

Division Diploma Exams 2023-2024 Summary

	Acceptable Standard			Standard of Excellence		
	EICS	PROV	+/-	EICS	PROV	+/-
Biology 30	81.3	83.1	-1.8	32.1	33.7	-1.6
Chemistry 30	84.5	82.9	+1.6	33.5	38.0	-4.5
ELA 30-1	88.6	84.2	+4.4	8.8	10.1	-1.3
ELA 30-2	91.8	85.7	+6.1	19.6	12.9	+6.7
FLA 30-1	no data	no data		no data	no data	
Physics 30	83.0	85.1	-2.1	36.0	43.1	-7.1
Math 30-1	69.3	75.4	-6.1	24.9	34.9	-10
Math 30-2	65.7	70.9	-5.2	11.6	15.4	-3.8
Science 30	80.4	81.3	-0.9	17.6	24.6	-7
Social Studies 30-1	88.2	85.2	+3.0	19.5	18.7	+0.8
Social Studies 30-2	87.3	77.6	+9.7	18.2	12.7	+5.5

Diploma Overall:

Diploma: Acceptable	82.5	81.5	81.5	81.5	80.3	80.3	Intermediate	Maintained	Acceptable
Diploma: Excellence	21.1	20.6	20.6	22.6	21.2	21.2	High	Maintained	Good

Strengths

- Both Social Studies 30 courses and English 30-2 are above the province in Acceptable Standard and Standard of Excellence.
- Chemistry 30 and English 30-1 are above the province in Acceptable Standard.
- Gains made in Chemistry 30 over the previous year.

Areas for Growth - Insights from Results Analysis

- Below the provincial average in Standard of Excellence in 7 of the 10 subjects.
- Though overall improvement shown in both Math 30-1 and 30-2 from the previous year, maintain focus on Math.
- 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 2023/2024 PAT results do not include students who participated in the optionally implemented/piloted curriculum and were excused from writing in those subject areas (Français, French Language Arts, Science).

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 2023-2024 - English Language Arts](#)
- [Division Achievement Results 2023-2024 - French Language Arts](#)
- [Division Achievement Results 2023-2024 - Mathematics](#)
- [Division Achievement Results 2023-2024 - Science](#)
- [Division Achievement Results 2023-2024 - Social Studies](#)

Highlights

- We maintained acceptable standards and stand of excellence in grade 6 PAT.
- While it is concerning and we will work to address the decline in meeting the acceptable standard in the grade 9 PAT, the standard of excellence was maintained.
- 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 2023-24](#)

During the 2023-2024 school year, Alberta Education provided funding for targeted programming for students in grades one to five 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 measures that were used for the literacy assessments, to determine success of our programming were the **EICS Phonological Awareness and Word Recognition Assessment** and the **Benchmark Assessment System**. The process of selecting students needing support in Grades 1-4 was determined by identifying students achieving **less than 25 percentile in mastery of letter-sound identification and phonemic awareness**. Students in Grade 5 selected were those who required intervention supports in previous school years and, after being assessed with the **Benchmarks Assessment System**, were identified as needing **individualized supports** at the end of their Grade 4 year. 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/BAS

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	350	145	5.12	20	4.4
2	324	5	8.68	7	4.35
3	254	16	5.77	16	2.42
4	187	24	18	21	6.5
5	24	24	23	16	6.3

Grade 1 students flagged with the fall assessments (R&Y)
 Grades 2 or 3 students are flagged the previous year (R&Y)

Numeracy: EICS Math Assessment

Grade	Total Students Assessed	Students identified as at risk (beginning of school year)	Students identified as at risk (end of school year)
1	378	137	27
2	343	13	20
3	393	12	22
4	350	10	10
5	307	19	11

Learners and Learning

Data Reasoning - Determining Months Behind and Gained

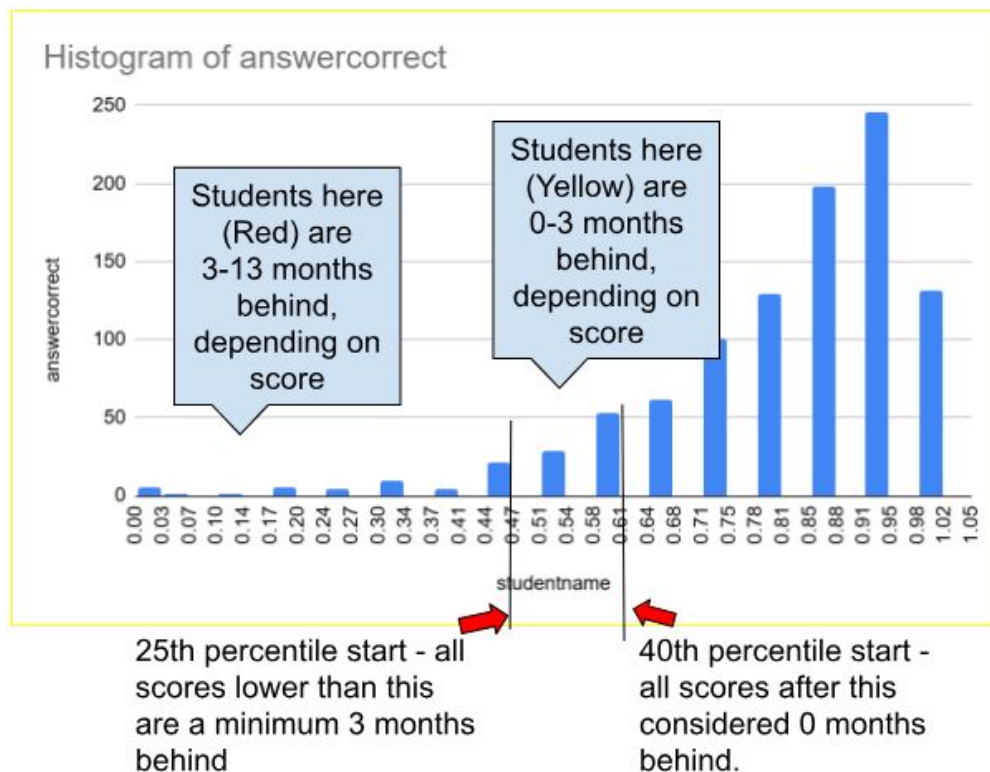
Formula for determining the months behind and months gained:

Months Behind (Fall Assessment):

- The lowest possible total score would have the students 13 months behind (starting at a score of 0)
- Total scores which fall within the **Yellow** will be considered up to three months behind. Those scores which fall close to the very bottom end of the band will be considered 3 months behind.
 - This section needs to be broken into 3 equal one month intervals.
- Total scores which fall within the **Red** will be considered between 3 and 13 months behind. This means that students who achieve a total score of zero, would be identified as 13 months behind and student who achieved at the exact cut off for the Red band would be three months behind.
 - This section needs to be broken into ten equal one month intervals.
- From here we determine the average months behind (pre-assessment) and the average months gained (post assessment).

Months Gained (Spring Assessment):

- Student spring assessment scores are compared to where they were placed based on their fall results and then this data is used to determine the months gained.



* The numbers represented on the x axis of the diagram are just sample numbers. The focus is looking at the percentiles each year to determine months behind and months gained.

Learners and Learning

Alberta Education Learning Disruption Grant 2023-2024 - 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). Additionally, students were supported at some schools through a pullout model.
- 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 with a tailored focus on age appropriate intervention in Division 2. 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 the EICS Math 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 age-appropriate and suited to 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.

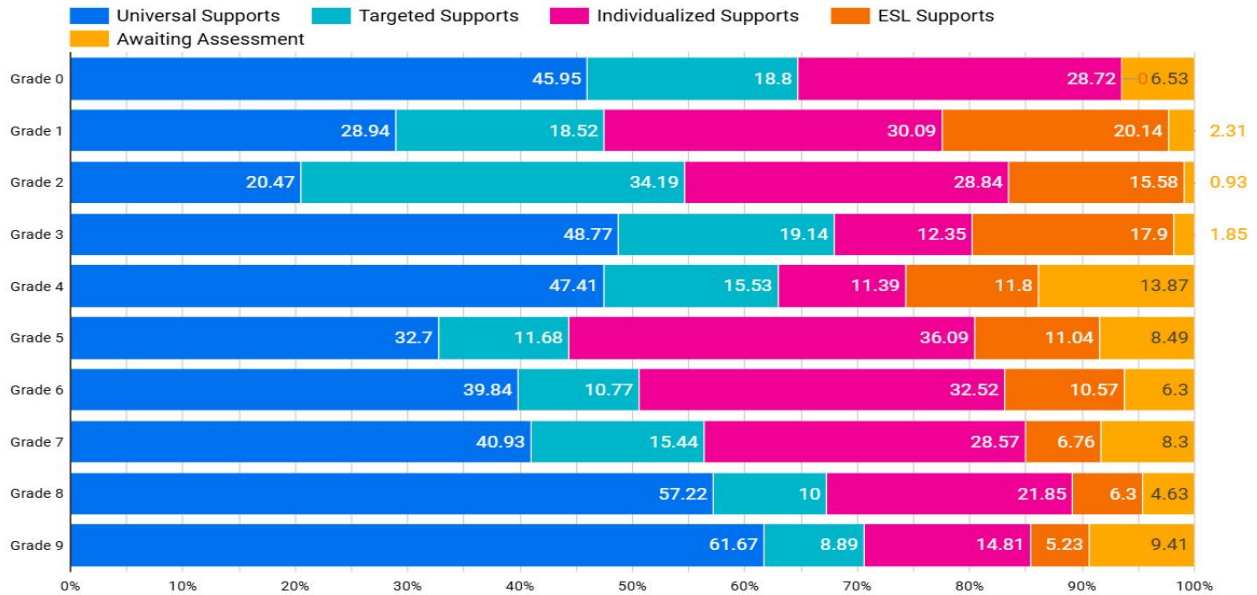
Data from the dashboards is used in conjunction with in-class assessment data as well as data from provincial assessments to explore the success of strategies and inform the need to readjust or to reaffirm the supports already in place.

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. Attention is paid to the climate and culture of the school as well as the need for professional learning on instructional approaches.

Learners and Learning

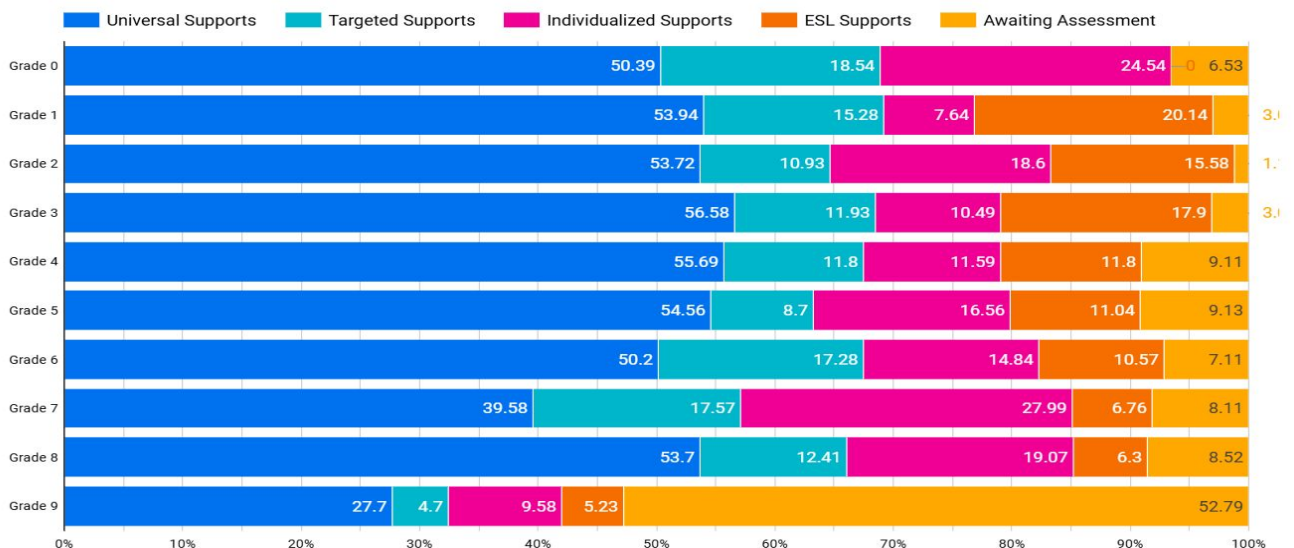
The Division dashboard reflects an overall picture of the number of students identified to receive leveled supports (individualized, targeted, and universal) in literacy and numeracy as captured at the beginning of the school year to support responsive teaching.

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



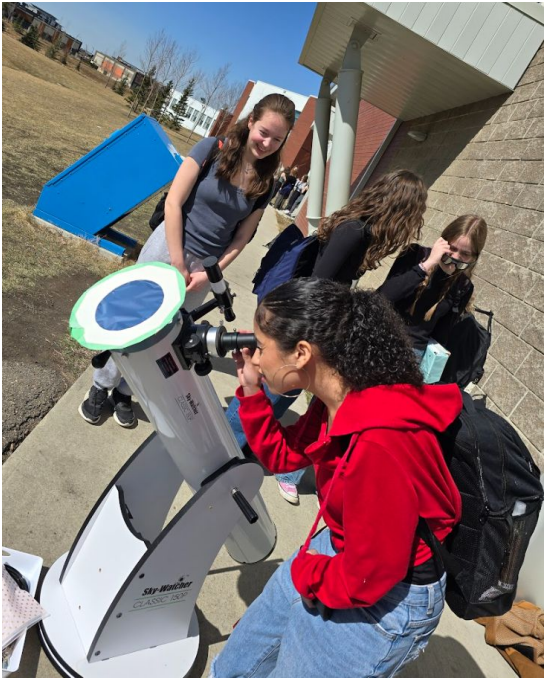
Associated Outcome: Implement curriculum through data-informed, responsive instruction and quality assessment.
Source: EICS Division Assessments
Explanation: The literacy assessment tools (English and French) are used to inform classroom teaching and identify students in need of literacy supports and interventions.

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



Associated Outcome: Implement curriculum through data-informed, responsive instruction and quality assessment.
Source: EICS Division Assessments
Explanation: The math assessment tools (English and French) are used to inform classroom teaching and identify students in need of literacy supports and interventions.

Learners and Learning



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	68.7	88.5	84.3	58.6	57.0	59.5	Low	Declined	Issue
	5-year High School Completion	86.9	86.4	90.4	69.4	71.3	69.1	Intermediate	Maintained	Acceptable
	PAT6: Acceptable	60.9	76.7	76.7	48.7	45.3	45.3	Low	Declined	Issue
	PAT6: Excellence	8.7	10.0	10.0	7.3	6.5	6.5	Low	Maintained	Issue
	PAT9: Acceptable	59.3	58.6	58.6	41.4	39.4	39.4	Very Low	Maintained	Concern
	PAT9: Excellence	12.3	11.2	11.2	6.1	5.3	5.3	Low	Maintained	Issue
	Diploma: Acceptable	81.3	72.2	72.2	76.9	74.8	74.8	Intermediate	Maintained	Acceptable
	Diploma: Excellence	18.1	15.6	15.6	11.8	11.3	11.3	Intermediate	Maintained	Acceptable
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Fall 2024

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)	53.1	3.0	n/a	23.5	1.3	n/a	Intermediate	n/a	n/a
Drop Out Rate	1.1	0.8	1.0	5.2	5.1	5.0	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	73.3	76.3	72.3	43.7	43.9	41.5	High	Maintained	Good
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)	57.9	85.0	69.3	36.8	35.5	36.3	Intermediate	Maintained	Acceptable
Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Highlights:

- Increases in the achievement of Acceptable and Excellence in Diplomas, most notably in the achievement of Acceptable.
- Modest growth in the achievement of Acceptable and Excellence in the Grade 9 PAT.
- ELAL 6 and Math 6 were cancelled so we are lacking data from those subject areas for all grade 6 students. Some Science 6 classes chose to optionally implement and were not required to write the Science PAT. The Indigenous students in those classes that did write the Science PAT achieved in the very high / excellent category: (100% acceptable, 42.9% excellence).
- The only full subject PAT was Social Studies 6 which had low achievement and is flagged as a concern for Indigenous students.
- Rutherford Scholarship Eligibility Rate decreased slightly, but is maintained at a very high achievement rate.
- Diploma exam participation rate increased.
- 5-year high school completion rate improved while the province noted a drop.
- The majority of areas reflected growth over the previous year, and though decreases are noted in three areas, all remain above the provincial average.

Areas for Growth - Insights from Results Analysis

- The achievement of Acceptable and Excellence on the Grade 6 PAT fell, with a noted decline in the Acceptable range. This is an area requiring further attention.
- Although the achievement of Excellence on the Grade 9 PATs increased, this is an area of low achievement and requires growth.
- The 3-year high school completion rate declined and requires attention.

Learners and Learning

Quality Teaching and Learning - First Nations, Métis and Inuit

First Nations, Métis and Inuit specific course analysis

	Acceptable Standard			Standard of Excellence		
	EICS	PROV	+/-	EICS	PROV	+/-
FLA 6	*	56.9	n/a	*	2.9	n/a
Science 6	100	51.4	+48.6	42.9	12.3	+30.6
Social Studies 6	60.9	48.7	+12.2	8.7	7.3	+1.4
ELA 9	67.5	49.5	+18	12.5	4.7	+7.8
FLA 9	*	63.8	n/a	*	5.6	n/a
Math 9	41.0	28.7	+12.3	7.7	4.8	+2.9
K&E Math 9	*	43.7	n/a	*	6.2	n/a
Science 9	71.8	46.0	+25.8	17.9	8.5	+9.4
K&E Science 9	*	46.6	n/a	*	7.2	n/a
Social Studies 9	55.0	39.0	+16	12.5	6.3	+6.2

DIPLOMAS:

	Acceptable Standard			Standard of Excellence		
	EICS	PROV	+/-	EICS	PROV	+/-
Biology 30	82.4	72.8	+9.6	29.4	17.0	+12.4
Chemistry 30	81.3	78.2	+3.1	18.8	23.5	-4.7
ELA 30-1	100	81.7	+18.3	15.8	6.9	+8.9
ELA 30-2	94.7	86.0	+8.7	21.1	10.8	+10.3
FLA 30-1	No data	88.9	n/a	No data	0.0	n/a
Physics 30	83.3	80.4	+2.9	33.3	23.2	+10.1
Math 30-1	40.0	64.4	-24.4	0.0	17.0	-17
Math 30-2	58.3	64.8	-6.5	16.7	10.1	+6.6
Science 30	77.8	78.1	-0.3	22.2	18.5	+3.7
Social Studies 30-1	88.2	79.1	+9.1	23.5	10.6	12.9
Social Studies 30-2	92.9	72.9	+20	7.1	6.6	+0.5

First Nations, Métis, and Inuit students in EICS demonstrated strength in all measures, exceeding the provincial average in all areas. FLA 30-1 had no students write for the 2023-24 school year.

Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk ().

* Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).

* Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9,9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).

*Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

FNMI Grade 9 combined:

PAT9: Acceptable	59.3	58.6	58.6	41.4	39.4	39.4	Very Low	Maintained	Concern
PAT9: Excellence	12.3	11.2	11.2	6.1	5.3	5.3	Low	Maintained	Issue

FNMI diploma overall:

Diploma: Acceptable	81.3	72.2	72.2	76.9	74.8	74.8	Intermediate	Maintained	Acceptable
Diploma: Excellence	18.1	15.6	15.6	11.8	11.3	11.3	Intermediate	Maintained	Acceptable

Learners and Learning

The knowledge 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) continues to grow and positively impact student achievement and sense of belonging. Many staff belong to a dedicated Indigenous PL and Resource sharing group which provides resources and links to learning opportunities led by Indigenous people locally and around the province. In addition, all staff have exposure to information and resources sent monthly by the district consultant which can be used to enhance classroom teachings and school culture.

All schools have a designated Indigenous Education lead who works in collaboration with their administration to enhance the visibility and integration of Indigenous perspectives in classes and the school overall as well as monitor and support achievement of self-identified students. Leads attend regular professional learning sessions led by the district consultant and guided by one of our Métis Knowledge Keeper partners. These sessions serve to deepen the leads' understanding through the sharing of teachings and appropriate resources, and engagement in cultural interactions which they then take back to their schools to bolster Indigenous-based programming and instructional supports. From experiences in Nature-based elementary programs to opportunities for students to take Aboriginal Studies, Indigenous perspectives are highlighted and support the learning of all. Secondary leads promote scholarships and bursaries to ensure Indigenous students have access to continuing education opportunities, and all leads work with their administrators and colleagues to consider nominating students for the ASBA Honouring Spirit Award.

A key to the growth in our self-identified student numbers and the success in academic achievement is the forming of relationships with First Nations and Métis Elders and knowledge keepers. By continuing to reach out and expand our connections, we have been able to welcome more Indigenous partners into our schools to interact with students and staff. The sharing of culture and knowledge allows Indigenous students to see themselves reflected positively and respectfully in classroom content, celebrations, and ways of learning, and all students are supported in recognizing and understanding Indigenous perspectives. Continuing to strengthen and expand these connections is critical to enhancing not only the academic performance but also the overall wellbeing of Indigenous students. We have seen our students make gains, but there remains work to be done in order to lessen the gap between EICS First Nation, Métis, and Inuit students and the general EICS population.



Learners and Learning

Quality Teaching and Learning - English as an Additional Language

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

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	80.9	65.6	77.7	72.0	72.8	76.7	Intermediate	Maintained	Acceptable
	5-year High School Completion	97.6	93.1	96.5	88.1	88.7	87.2	Very High	Maintained	Excellent
	PAT6: Acceptable	64.0	65.2	65.2	64.6	65.4	65.4	Low	Maintained	Issue
	PAT6: Excellence	12.0	4.3	4.3	16.5	15.7	15.7	Low	Improved	Acceptable
	PAT9: Acceptable	36.7	50.5	50.5	52.7	55.3	55.3	Very Low	Declined	Concern
	PAT9: Excellence	3.3	1.1	1.1	10.1	11.0	11.0	Very Low	Maintained	Concern
	Diploma: Acceptable	67.1	62.3	62.3	66.3	67.1	67.1	Very Low	Maintained	Concern
	Diploma: Excellence	11.0	7.2	7.2	14.0	13.8	13.8	Low	Maintained	Issue
Teaching & Leading	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Access to Supports and Services	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Governance	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Fall 2024

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)	32.4	0.0	n/a	46.1	4.6	n/a	Very Low	n/a	n/a
Drop Out Rate	2.7	5.1	2.6	2.6	2.5	2.4	Very High	Maintained	Excellent
In-Service Jurisdiction Needs	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Lifelong Learning	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Program of Studies - At Risk Students	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Rutherford Scholarship Eligibility Rate	45.8	53.3	53.8	56.8	60.3	60.0	Very Low	Maintained	Concern
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)	68.2	88.1	78.4	65.2	62.7	64.7	High	Maintained	Good
Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Highlights

- Significant increase in EAL students completing 4+ Diploma exams.
- The 5 year High School Completion rate has been maintained at a **very high** rate and is sitting above the EAL Provincial average.
- The drop out rate for EICS has improved from last year and attained an excellent measure of evaluation.
- Standards of Acceptable Standards of the Diploma exams shows improvement and ranks slightly above the Provincial Average.

Areas for Growth - Insights from Results Analysis

- 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 Excellence of the Diploma exams remain below EAL Provincial Average.
- The transition rate (6 year) has shown a drop but remains high and above the province.
- The Rutherford Scholarship Eligibility Rate shows a decrease from last year and remains very low.

Learners and Learning

Quality Teaching and Learning - English as an Additional Language

EAL specific course analysis

PATS:

	Acceptable Standard			Standard of Excellence		
	EICS	PROV	+/-	EICS	PROV	+/-
FLA 6	*	74.5	n/a	*	12.7	n/a
Science 6	56.0	63.8	-7.8	20.0	18.4	+1.6
Social Studies 6	64.0	64.6	-0.6	12.0	16.5	-4.5
ELA 9	36.7	56.9	-20.2	0.0	5.4	-5.4
Math 9	26.7	46.7	-20	0.0	11.5	-11.5
Science 9	56.7	57.7	-1.0	10.0	14.2	-4.2
Social Studies 9	26.7	49.4	-23.4	3.3	9.6	-6.3

EAL: DIPLOMAS:

	Acceptable Standard			Standard of Excellence		
	EICS	PROV	+/-	EICS	PROV	+/-
Biology 30	*	69.7	n/a	*	23.6	n/a
Chemistry 30	*	73.2	n/a	*	29.6	n/a
ELA 30-1	*	61.3	n/a	*	2.7	n/a
ELA 30-2	84.2	70.0	+14.2	10.5	5.2	+5.3
FLA 30-1	No data	85.7	n/a	No data	19.0	n/a
Physics 30	*	71.3	n/a	*	32.9	n/a
Math 30-1	*	64.0	n/a	*	27.6	n/a
Math 30-2	42.9	57.7	-14.8	0.0	9.0	-9.0
Science 30	57.1	69.0	-11.9	14.3	16.2	-1.9
Social Studies 30-1	*	70.5	n/a	*	10.7	n/a
Social Studies 30-2	66.7	63.2	+3.5	9.5	8.3	+1.2

*Fewer than 6 respondents.

In our PAT results, EAL students demonstrated areas in need of growth in all measures, with the exception of standard of excellence in Science 6. Our focus of growth with our diplomas for this year will be in our areas of Math and Science. FLA 30-1 had no students write for the 2023-24 school year.

Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk ().

* Aggregated Grade 6 Provincial Achievement Test (PAT) results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 6 course. Courses included: Social Studies (Grade 6).

* Aggregated Grade 9 PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each Grade 9 course. Courses included: English Language Arts (Grades 9,9 KAE), Français (9e année), French Language Arts (9e année), Mathematics (Grades 9, 9 KAE), Science (Grades 9, 9 KAE), Social Studies (Grades 9, 9 KAE).

*Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Exam for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.

Grade 9 Combined EAL:

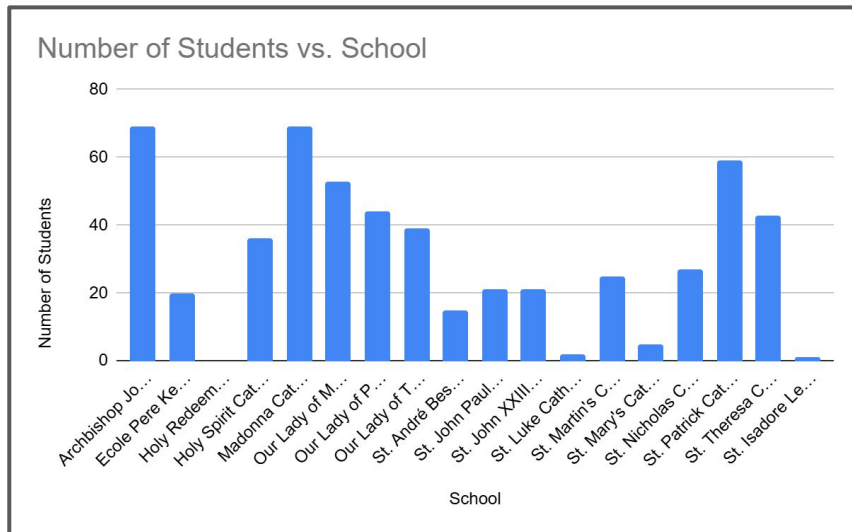
PAT9: Acceptable	36.7	50.5	50.5	52.7	55.3	55.3	Very Low	Declined	Concern
PAT9: Excellence	3.3	1.1	1.1	10.1	11.0	11.0	Very Low	Maintained	Concern

EAL Diploma Overall:

Diploma: Acceptable	67.1	62.3	62.3	66.3	67.1	67.1	Very Low	Maintained	Concern
Diploma: Excellence	11.0	7.2	7.2	14.0	13.8	13.8	Low	Maintained	Issue

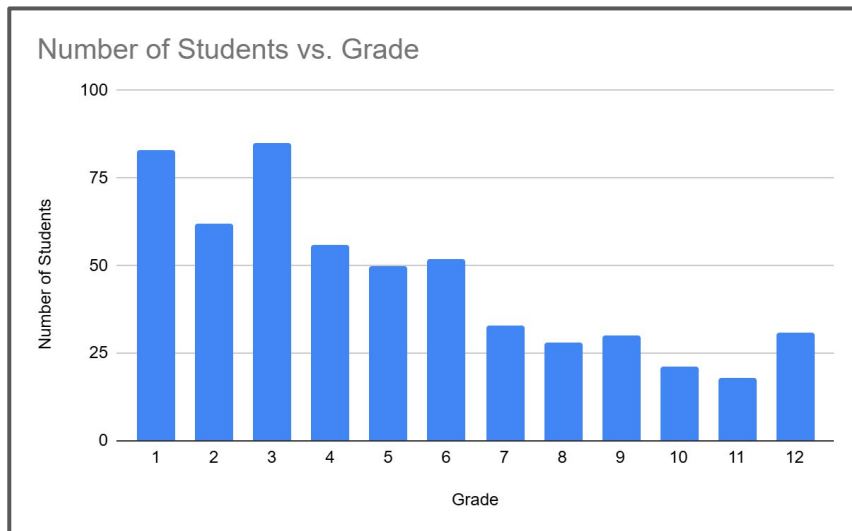
Learners and Learning

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



Achievements:

- Programming for English as an Additional Language (EAL)
- Supporting 549 EALs with targeted universal supports (Growth of 127 EAL students)
- EAL Leads in each building.
- Supporting teachers with scaffolding curricular outcomes.
- Sharing culturally responsive teaching practices within the schools.
- Building cultural empathy through district offered presentations.
- 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.
- Building consistent teacher confidence with utilization of EAL scaffolding within the classroom.
- 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 an English as an Additional Language Lead teacher in each school. The school-based lead teachers attend regular professional development sessions and have two 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.

Learners and Learning



Systemic Wellness



Strategic Priority: Systemic Wellness



Systemic Wellness

Elk Island Catholic Schools

Site: EICS (1) ▾

YearID: ... (1) ▾

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)

93.48 %

Division Outcome

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

92.26 %

Division Outcome

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

95.01 %

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

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 94%

93 % Support holistic well-being through education and professional development in the areas of physical literacy, weight neutral well-being and mental health. (AP168)

92 % Provide proactive, responsive and accessible supports for mental health and well-being of our students, staff and families.

95% Honor the dignity of the human person by providing and supporting diversity education and supports for equity and inclusion.

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 % 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. Integration of post vention and debriefing strategies for staff wellness will be prioritized.



Systemic Wellness

Highlights

Support Holistic Well-Being through Education and Professional Development - 93%

- Professional learning during wellness lead meetings focused on food neutrality, physical literacy, and mental health
- *Our Approach to Food and Nutrition* resource created in partnership with EICS, University of Calgary Body Image Lab, and Dairy Farmers of Canada.
- EICS VTRA p,(Violent Risk Threat Assessment) 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.

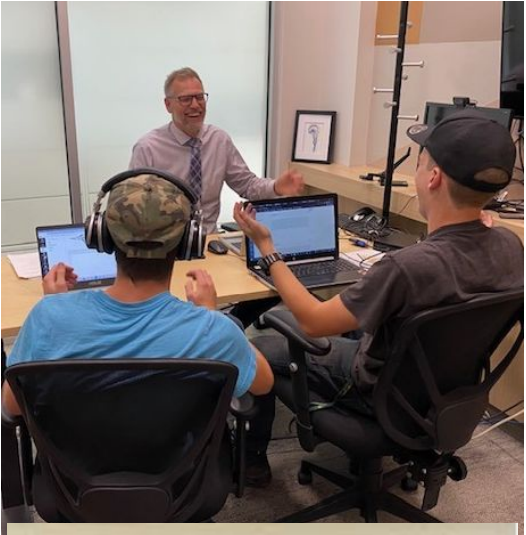
Provide Proactive, Responsive and Accessible Supports for Mental Health and Well-Being - 92%

- Continued the initiatives from Here Comes the Sun Mental Health in support of proactive wellness approach integrating our faith, indigenous perspectives, EICS Circles and PEPY.
- EICS Circles workshops that targeted Universal supports in supporting all students in the areas of faith integration, attachment, security, connection, and community. 48 educators and 17 administrators trained in EICS Circles.
- Education provided on how to support EAL families within our Division with Actions for Healthy Communities (CRC/ILF/FWW).
- 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.
- System understanding is developing that systemic wellness is a shared responsibility.
- Student Aware monitoring system to provide responsive supports for students identified online for self-harm
- Division Grief and Loss team accompaniment and support in many schools to respond to the increased trauma of grief and loss in all four communities throughout the year.

Honor the Dignity of the Human Person by Providing and Supporting Diversity Education and Supports for Equity and Inclusion - 95%

- 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



Community Engagement

Elk Island Catholic Schools

Site: EICS (1) ▾

YearID: ... (1) ▾

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.

94.66 %

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.

95.01 %

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.

92.51 %

AEAM
*In-service Jurisdiction Needs

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

Community Engagement 95%

95% 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.

93% Enhance EICS Divisional operational performance through increasingly effective, efficient and streamlined processes and practices to contribute to a positive school experience.

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

2023-2024 EICS Education Assurance Measure Survey Average Response Rate:

Parents: 995 Staff: 510 Students: 3,626

2023-2024 Alberta Education Assurance Measure Survey Average Response Rate:

Parents: 209 Staff: 187 Students: 1,221

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	5934	3626	61%
Parents/ Guardians	4478	995	22%
Staff	799	510	64%

Community Engagement

Highlights

Provide Timely Communication with Schools, Families, and Community Stakeholders - 95%

- 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%

- 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 - 93%

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

Business Services

- Created onboarding packages for new hires
- Offered budget training sessions for administrators

Communications

- Revised Trustee highlights to include school news and more in-depth division information. Shared on school sites, social media, emailed to 51 stakeholders (Principals, CLS staff, parishes; other school boards; municipal, provincial elected officials; affiliated Catholic school associations).

Facilities Department

- Increased notes on service requests to let the initiator know the issue is being reviewed and the **status** of the request.
- Quarterly reviews of old work orders that may have been displaced by urgent/emergent work- these reviews will result in systematic plans to remedy smaller, lingering issues.

Human Resources Services

- Improved the onboarding process for new employees
- Created efficiencies to improve communication and workflow between CLS departments through Atrieve training
- Communication (first month in) with all new staff to promote sense of division belonging and support and to request feedback for growth.

Technology Services

- Staff satisfaction (98.9%) with the response time to requests.
- Staff satisfaction (94.6%) with the reliability and security of network, internet, and technology structure.

Transportation Services

- 95% of administration is satisfied with the communication we receive from our Bus Driver (student discipline)
 - 9.96% increase compared to last year.

Governance Budget and Financial Information

2023-24

Total Expenses: \$84,690,645

Amount Budgeted: \$82,024,279

Variance Amount: \$2,666,366 (3%)

Our report has detailed the strategies implemented in all domains.

EICS full audited financial statements and division website:

[EICS Budget and Financial Statements](#)

Capital Planning:

[Capital Planning | Elk Island Catholic Schools](#)

Contact central office for further information.

Provincial roll up of Audited Financial Statement information:

www.alberta.ca/k-12-education-financial-statements.aspx



EICS Budget and Financial Statements

EICS Budget and Financial Statements

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.